catalog 73 75

MANSFIELD STATE COLLEGE

The Undergraduate Catalog is published bi-annually by the Trustees of Mansfield State College at Mansfield, Pennsylvania 16933.

Announcements in this catalog concerning regulations, fees, curricula, or other matters are subject to change without notice.

MANSFIELD STATE COLLEGE

UNDERGRADUATE CATALOG
1973-1975

THE COLLEGE CATALOG

MANSFIELD, PENNSYLVANIA 16933

Mansfield State College is committed to affirmative action to assure equal opportunity for all persons, regardless of race, color, religion, national origin, ancestry, or sex.

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1973 - 1974
(Final)

Fall Semester

Faculty Orientation and Students Arrive on Campus	August 27
Registration	August 28 & 29
Classes Start	August 30
Labor Day — No Classes	September 3
Last Day to Enter Classes	September 14
Mid-term Grades Due	October 23
Last Day to Drop Classes	November 2
Thanksgiving Recess	November 22-25
Classes Resume	November 26
Last Day of Classes	December 14
Final Exam Week	December 15-21

Spring Semester

Dorms Open	January 13
Registration	January 14 & 15
Classes Begin	January 16
Last Day to Enter Classes	January 30
Mid-term Grades Due	March 8
Spring Break	March 9-12
Classes Resume	March 13
Last Day to Drop Classes	March 25
Easter Break	April 12-21
Classes Resume	April 22
Last Day of Classes	May 10
Final Exam Week	May 11-17
Commencement	May 18

The College reserves the right to modify the Academic Calendar subsequent to printing.

ACADEMIC CALENDAR 1974/75

Fall Semester, 1974

Faculty Orientation and Students Arrive on Campus	August 26
Registration	August 27
Classes begin	August 28
Labor Day — No Classes	September 2
Last Day to Add Classes	September 12
Faculty In-Service Day	October 2
Pre-registration	October 14—November 1
Mid-term Grades Due	October 22
Last Day to Drop Classes	November 1
Thanksgiving Recess	November 28—December 1
Classes Resume	December 2
Last Day of Classes	December 13
Final Exam Week	December 14—20
Semester Grades Due	January 2

Spring Semester, 1975

Dorms Open	January 12
Registration	January 13
Classes Begin	January 14
Last Day to Add Classes	January 28
Mid-term Grades Due	March 6
Spring Break	March 8—11
Classes Resume	March 12
Pre-registration	March 17—April 11
Last Day to Drop Classes	March 21
Easter Break	March 28—April 6
Classes Resume	April 7
Last Day of Classes	May 9
Final Exam Week	May 10—16
Commencement	May 17
Semester Grades Due	May 19
Alumni Week-end	June 21—22

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March 1974

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facts about the college

GENERAL INFORMATION

philosophy

The ultimate goal of the College is to provide for its students the opportunity for the richest possible educational experience — a life segment which will most ably fit him to fill the role of contributor during his adulthood. "Education" is interpreted as the summation of experiences which modify the behavior and attitudes of the individual — thus, the academic disciplines, participation in student activities and social experiences all represent valued influences.

The history of institutional development of the College reflects not only a pervading belief in the worth of the individual student, but also a sensitivity to the changing requirements of the modern world. A spiraling emphasis on the benefits of higher education to a larger proportion of secondary school graduates has been accorded impetus to the emerging multipurpose concept of Mansfield State College.

Today's college has discarded the notion of "terminal education." The present curricula provide cultural enrichment, in-depth investigation of major areas and necessary background which enable the student to live a more effective life, accept a vocational opportunity upon achieving the plateau marked by the awarding of a degree, and engage in continuing educational pursuits.

It is the belief of the trustees, administrators and faculty of Mansfield State College that its quality of vision shall be continually enhanced.

history

In 1857 the Mansfield Classical Seminary opened with a registration of 105 students. Four months later the original building burned to the ground; however, prominent citizens of the area, who had done much of the preliminary planning for the original structure, renewed building operations with the result that South Hall was available for the formal opening of school November 23, 1859.

In 1862, because of the serious financial difficulties of the Seminary, the Commonwealth of Pennsylvania acceded to the request of the trustees and established it as the Normal School of the Fifth District.

Student Teaching was organized in 1871, in conjunction with the elementary grades of the Mansfield Soldiers Orphans School. Later, when the need for the Orphans School no longer existed and it was dissolved, the lower grades of the local public school were utilized for this phase of teacher education. A modern laboratory school for the lower grades was opened on the campus in 1914.

The State Council of Education in June, 1926, authorized the State Normal School at Mansfield to confer the Degree of Bachelor of Science in the areas of elementary education and secondary education. A year later Mansfield was designated a State Teachers College by formal resolution. Indicating a broadened concept of professional preparation, the Pennsylvania Legislature on January 8, 1960, authorized the general title, **Mansfield State College.**

location

Mansfield State College is located in the Borough of Mansfield which is in the heart of Pennsylvania's beautiful Northern Tier. A residential community, its pleasant streets are lined with the harmonious mixture of well-kept traditional and modern dwellings which denote the blending of history and current vitality.

The region is characterized by hills, forests and farmlands and is noted for hunting, fishing, and camping. Opportunities for outdoor activities are highlighted by the scenic grandeur of the Grand Canyon of Pennsylvania, the winter sports center at Denton Hill State Park and the beach and boating facilities at Hills Creek Lake State Park — all of which lie nearby.

The Borough is situated at the junction of U.S. Routes 6 and 15. It is about 35 miles from the Chemung County (N.Y.) Airport, 20 miles from the Grand Canyon State Airport near Wellsboro, and 31 miles from each of the New York State rail centers of Elmira and Corning.

buildings and grounds

The campus of Mansfield State College occupies a hilltop setting high over the Borough, surrounded by a semicircle of still-higher elevations. Architects have made use of the College's sloping 175 acres to create attractive grounds, where tall trees and lawns provide an atmosphere of quiet dignity.

Mansfield's administrators have steadfastly limited enrollment growth in a manner consistent with the availability of facilities. Thus, expansion plans will permit a gradual increase in the size of the student body. At present the campus buildings include:

Allen Hall. This structure contains a communications center, theatre, laboratories and facilities for classes in art and audio-visual education.

Alumni Hall. The ground floor of this dual-purpose building houses most of the administrative offices. The upper floors house the main collections of the College libraries.

Athletic Facilities. Recently completed and added to the facilities are seven new tennis courts, three combination tennis and volleyball courts, softball field, band practice field, football practice field, a new baseball diamond and the conversion of the old track into an all-weather track.

Belknap Hall. This building contains general classrooms, faculty offices and lounge, language laboratory and a cartography room.

Brooks Maintenance Building. This structure completed in 1972 provides central headquarters for the maintenance, housekeeping, and central stores staff of the College.

Campus Bookstore. The Campus Bookstore, which is located in Manser Hall, is operated by College Community Services. Any

profit accrues to College Student Services for the furtherance of student life. The store is open from 8:30 a.m. to 4:30 p.m., Monday through Friday. During registration week the store is open special hours as posted to aid students in purchasing textbooks, toilet supplies, clothes, etc.

Catherine E. Beecher Cottage and Ellen H. Richards Cottage. These homes are used by women of the home economics education department for home management residency.

Decker Gymnasium and Natatorium. A large playing floor, Olympic pool, locker space and the offices of the physical education staff are provided here.

Doane Health Center. The center contains offices of the College physician and nurses, treatment and isolation rooms. Serious medical or surgical cases receive immediate attention at area hospitals; Soldiers and Sailors Memorial Hospital, Wellsboro; Robert Packer Hospital, Sayre; Arnot-Ogden and St. Joseph's in Elmira. This building was dedicated in December, 1968.

Grant Science Center. One of the most attractive buildings on campus, this structure contains large, well-lighted classrooms and laboratories, lecture halls, and a planetarium.

Home Economics Center. Facilities are provided in this building for home economics education. Included are textiles, equipment, clothing, curriculum, and foods and nutrition laboratories; a nursery school; reading room and living center. Recent renovation including all new laboratories has made this building a truly complete Home Economics Center.

Laurel Manor. This dormitory facility recently constructed houses 500 women students and provides for the residential, academic and social needs of the residents.

Maple Hall. This facility houses 500 students and is the most recently completed dormitory complex.

Manser Hall (Dining Hall and Kitchen). This building includes dining facilities for one thousand students, faculty dining room, complete kitchen and bakery facilities, lounge and bookstore.

Memorial Hall. This is the new $638,000, three story student center, housing spacious recreation rooms and lobbies, snack bar, TV room, information center, conference rooms, and offices for student service organizations as well as for college administrative personnel.

North Hall. One of the older buildings on the campus which is used as a dormitory, for conference rooms and offices.

Oak and Hickory Halls. Privately constructed colonial style men's dormitories housing 300 men.

Pine Crest Manor and Hemlock Manor. Two units housing 420 women. The residential, academic and social needs of the students were incorporated into the design of these modern facilities.

President's Home. This brick residence harmonizes with the rest of the campus, lending beauty and dignity to the scene.

Recreation Center. Formerly the College gymnasium, prior to construction of the new gymnasium, is now known as the Recreation Center and serves to enhance the recreational program of the College.

Retan Center. This building is the Elementary, Secondary and Special Education center of the College and contains classrooms and faculty offices.

South Hall. This office and classroom building houses faculty and administrative offices and also the campus radio station. It occupies the site of the original Mansfield Classical Seminary.

Straughn Auditorium. Seating 1,250, the auditorium is provided with modern motion picture equipment, stage and lighting facilities for concerts, dramatic productions and a three-manual Austin organ.

Van Norman Field. Completed in 1960, this natural semi-amphitheatre for football and track commands a sweeping view of the community and surrounding hills. Additional permanent seating, ticket office, concession stand and dressing rooms were constructed in 1966.

Will George Butler Music Center and Steadman Theatre. This building is air-conditioned and contains complete facilities for music education including a theatre with seating capacity for five hundred.

college libraries

The College Libraries aim to provide students and faculty with a well-selected and representative collection of books, periodicals, documents, pamphlets, microfilms, and non-book materials in all fields of study. The Libraries contain more than 128,000 volumes and 40,000 microforms. In addition they subscribe to over 1,500 periodicals. Since 1968 the Libraries have been a selective depository for U.S. Government Documents.

Most of the Libraries' collections are housed in the Main Library located on the top two floors of Alumni Hall. This facility can accommodate 350 readers in a variety of seating-lounge furniture, study carrels, tables and chairs. An experienced team of reference librarians with specialized subject backgrounds is on hand in the Reference Room to help users exploit its resources. If specialized research materials are not available in its collections, users may ask the reference staff to borrow them on interlibrary loan. A teletypewriter is used to speed inquiries through Pennsylvania's network for interlibrary loans.

Branch libraries are located in Butler Center and Retan Center. The Butler Center Library houses the music collection and related materials, including over 6,000 phonograph records. The records are accessible to users through an electronic dial retrieval system.

The Retan Center Library houses all curriculum material. Included are a book collection representative of books used in elementary and secondary school libraries, textbooks, syllabi, and such teaching aids as cartridge sound films, transparencies, pictures, phonograph records, cassettes, and filmstrips.

accreditation

Mansfield State College is accredited by the Middle States Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, and the National Association of Schools of Music.

Individual departments also hold membership in the regional and national professional societies associated with their respective discipline.

undergraduate and graduate studies

Since it was first authorized to grant the Bachelor of Science Degree in Education, Mansfield has expanded its curriculum to include study in anthropology, art, biology, chemistry, earth-space science, economics, elementary education, English, French, geography and regional planning, geology, German, government and politics, health and physical education, history, home economics, library, mathematics, music, philosophy, physics, psychology, public school nursing, sociology, Spanish, special education and speech and theatre.

The College offers graduate programs leading to the Master of Education Degree in elementary education, English, history, mathematics, music education, and special education. A graduate program leading to the Master of Arts Degree is also offered in English. In addition to these programs, graduate courses are available in art, library education, and psychology. For further information about graduate study at Mansfield State College, consult the graduate bulletin.

summer sessions

The Summer School Sessions provide opportunities for students to satisfy a wide range of educational needs. Two main six week sessions of courses are offered each summer with individual short courses and workshops interspersed throughout both sessions. Course work may be taken for any one of several purposes: Acceleration or advanced standing, improvement of academic standing, certification requirements or transfer work. The present program consists of undergraduate and graduate courses which meet degree requirements in all program areas offered by the college.

continuing education

The Continuing Education Program at Mansfield State College was created for the purpose of extending college services and facilities to all adult residents of the rural Northern Tier Region of Pennsylvania. Faculty from each of the twenty-four departments cooperate with the Division by assisting with the selection of appropriate educational activities and by teaching. In addition, surveys are conducted each semester to determine the types of services desired by the area residents.

At Mansfield College, courses and services are available to all Northern Tier citizens of Lycoming, Tioga, Sullivan, Bradford, Potter and parts of McKean and Cameron Counties. The College Educational Delivery System also provides consultant, research, and computer services to schools, community agencies, governmental agencies, business establishments, industrial firms, professional groups, and skilled citizens. Groups which want to utilize the modern campus facilities for conferences or workshops can arrange such events by contacting the Office of the Division of Continuing Education.

Admission to the college is not required for non-credit courses, workshops, or educational conferences. Students may register for undergraduate credit courses as "special students" in most general studies classes. For graduate credit, "special students" are required to hold an undergraduate degree from an approved four year college. All students must be approved by the Admissions Office and Graduate Office before being granted admission into a degree program.

equal education opportunity program

The Equal Education Opportunity Program is designed to assist individuals with potential for both success in college and future community leadership roles but who would not normally qualify for admission because of inadequate academic preparation due to environmental and economic conditions.

No minimum academic qualifications are necessary for entrance into the program with the exception of the possession of a secondary school diploma or a Commonwealth Diploma. All applicants will be interviewed at the College by the Equal Education Opportunity Program Committee. Acceptance will be based upon college board scores, class rank, grades, and recommendations as well as other pertinent information.

Further information may be obtained by writing the Director, Equal Education Opportunity Program, Mansfield State College, Mansfield, Pennsylvania 16933.

general alumni association

The Mansfield State College General Alumni Association is chartered under the laws of the Commonwealth of Pennsylvania for the purpose of fostering a spirit of fellowship and continuing loyalty to the College.

The MANSFIELDIAN, which is published annually and mailed to all alumni, keeps the membership informed of the progress of the College and of the activities of the alumni and its various local clubs.

Homecoming in the fall and Alumni Day in late spring are the two major campus events for alumni. Alumni clubs in many parts of the country hold periodic regional meetings.

Presented annually, usually to one alumnus, the Mansfield Alumni Citation serves to recognize distinguished achievement which is beneficial for one's community or our society as a whole. Nominees are solicited by letter from alumni. The selection of the recipient or recipients is made by a committee of three appointed by the president of the General Alumni Association.

Recipients of the award, since its inception, are Mr. Richard Gilbert, Associate Professor Music, St. Lawrence University; Mr. Kenneth Lee, Majority Leader, Pennsylvania House of Representatives; Mrs. Vesta McCarthy, teacher; Dr. Ellsworth S. Obourn, Science consultant to the State Department of Education in Florida; Mr. Percy Coles, Pharmacist; Miss Josephine B. Wolfe, Director of Language Arts Research, Graduate School — University of Scranton; Mr. F. Joseph Bedenk, Professor Emeritus, Pennsylvania State University; Mr. Donald W. McClelland, Superintendent of Schools, Waverly, New York; Dr. Thomas Sinclair Sr., Manager of Educational and Group Relations for Association of American Railroads.

admissions procedure

REQUIREMENTS FOR ADMISSION

1. General scholarship as demonstrated by:
   a. graduation from an approved secondary school or equivalent preparation as determined by the Credentials Evaluation Division of the Pennsylvania Department of Education.
   b. a satisfactory score in the Scholastic Aptitude Test of the College Entrance Examination Board, and such other tests as the College may deem necessary.
2. Satisfactory recommendation as to the student's character, personality traits, attitudes and interests (from the high school principal, guidance director or other school official acquainted with the student).

Completion of the following secondary school work is recommended as minimum preparation:

English	3 credits
history or social studies	2 credits
laboratory science*	2 credits
algebra and/or plane geometry	2 credits
foreign language	2 credits
electives	5 credits

* The student planning to select home economics as a major should be aware of the need for a background in chemistry.

When a student has been granted admission and fails to enroll, his acceptance for admission will be valid for no more than two years following the month for which admission was granted. After two years such students must reapply for admission as a new applicant and meet the standards for acceptance current at the time of reapplication.

The College reserves the right to establish or change admission standards as it deems necessary.

All applications for admission should be made to the Director of Admissions, Mansfield State College, Mansfield, Pennsylvania 16933.

APPLICATION PROCEDURES (Freshmen)

1. Return the application form found on the last page of this bulletin with the ten-dollar application fee. Applicants will be accepted beginning July 1 following the junior year of high school.
2. The applicant will receive a personnel form and a high school record form by return mail.
3. Return the forms as indicated. SAT scores should be forwarded to the Admissions Office.
4. Beginning in mid-September, applications will be processed as they are completed until enrollment quotas have been met. To be certain of consideration the student should initiate an application by December of the senior year of high school.

IF ACCEPTED FOR ADMISSION, THE APPLICANT WILL BE REQUIRED TO SUBMIT A PHYSICAL EXAMINATION REPORT ON THE FORM PROVIDED BY THE COLLEGE. No student shall be registered in any teacher education program who has, in the opinion of the College, disabilities which would impair his service as a teacher.

Early Decision. Consideration for Early Decision for fall entrance will be given to those candidates who meet prescribed requirements in terms of secondary school achievement and junior year SAT scores. Those offered admission through Early Decision will be required to submit scores from a senior year examination of the SAT. Applicants who qualify for Early Decision will be notified approximately September 25.

Summer Admissions. A limited number of students are offered admission each year beginning with the summer session. Selected students may enter during the summer term with the understanding that those who satis-

factorily complete the academic requirements may return to campus at the beginning of the fall term, according to living space accommodations. Those students who are not admitted in September, but who satisfactorily meet basic academic requirements may return to college at the beginning of the spring term.

ADMISSION PROCEDURES (Transfers).

1. An applicant for transfer to Mansfield State College must submit all credentials required for the admission of a freshmen, with the exception of SAT score results.
2. The applicant must also send official transcript(s) from the college(s) previously attended. Transcripts and admission data should be sent to the Director of Admissions before April 1 for the fall semester or before October 1 for the spring semester.
3. Transfer applicants for the fall semester are notified as early as December 1 prior to the desired enrollment date.
4. The College recommends that a transfer student complete four semesters of satisfactory work prior to matriculating at Mansfield State College. Those intending to transfer into the art, music or home economics departments should consider transfer after completing two semesters of work.
5. If at the time an applicant is approved for transfer to Mansfield State College he is enrolled as a student at another institution, it will be understood that such admission has been granted on a provisional basis only. The student must receive honorable academic and social dismissal before admission will be finalized. Application should be submitted not later than the fourth semester so that admission may be granted for the fifth semester.

Credit will be given for acceptable courses pursued in accredited college institutions. Courses taken by correspondence are not acceptable. Mansfield State College accepts undergraduate credit transferred from approved non-accredited colleges. This credit is subject to validation by one year's successful work after transfer and may then be counted toward undergraduate degree requirements at Mansfield State College.

No student may be granted and receive a degree from this College without a minimum residence of one year. A minimum of thirty-two semester hours of work earned on campus will meet the requirement for one year residence.

Degree candidates who wish to pursue any part of the program of studies for a degree at another institution will be required to secure prior approval from the Office of Academic Affairs at Mansfield.

REGISTRATION REQUIREMENTS FOR NEW STUDENTS

The College requires each entering student to present evidence of having taken the following within twelve months prior to the initial registration date:

1. tetanus toxoid immunization
2. negative tuberculin test and/or negative chest X-ray.

This evidence may be obtained from a physician and must be submitted with the medical report form required after the student has been offered admission.

READMISSION OF FORMER STUDENTS

All former students excepting those in continuous education who have not been in regular attendance during the previous semester must apply for readmission to the College.

An applicant for readmission should complete the form on the last page of this bulletin and return it with the ten dollar non-refundable re-evaluation fee by May 1 for the fall semester or by November 15 for the spring semester. A statement concerning the status of the applicant since withdrawal from the College including such information as employment, college course work completed, military service, etc. should accompany the application.

CERTIFICATION

Applicants desiring endorsement for teacher certification by Mansfield State College (e.g., B.A. in Biology degree holder seeking certification in Secondary—Biology; B.S., Sec. Ed. holder seeking added certification in Elementary Education) must complete or submit the following if they are not a Mansfield State College graduate.

1. Personal interview with the Dean of Professional Studies.
2. Application form found on the back page of this catalog together with the ten-dollar application fee. (Please note that certification candidates do not complete the section of the application form requesting information concerning high school attendance).
3. Personnel form provided by the College.
4. Official transcripts of all college work completed.

   IF ACCEPTED FOR ADMISSION, THE APPLICANT WILL BE REQUIRED TO SUBMIT A PHYSICAL EXAMINATION REPORT ON THE FORM PROVIDED BY THE COLLEGE.

M.S.C. graduates desiring certification should contact the Director of Admissions for advisement.

SPECIAL STUDENTS

Special students are non-matriculated students who fall into any of the following categories:

1. Continuing Education — In-service teachers working toward permanent certification or courses taken for personal enrichment.
2. High school honor students — high school students in the upper quarter of the academic section who have recommendation from the principal or guidance counselor to take advanced work for college credit.
3. Undergraduate college students — students taking courses at Mansfield State College for transfer to another college.

Special students are exempt from the academic standards required of matriculated students. A maximum of 36 semester hours of academic work as a special student at Mansfield State College may be accepted into a degree program after formal admission as a matriculated student.

fees and charges

BASIC FEES

The basic fee for full-time in-state students is $350.00 per semester; out-of-state students pay at the rate of $46.00 per each credit hour taken. Part-time (taking 11 or fewer semester hours) in-state students pay at the rate of $29.00 per each credit hour taken. The Basic Fee covers registration and the keeping of student records, use of the library, student welfare, health service and laboratory facilities.

As a guideline for determining the applicable basic fee, a student shall be classified as a Pennsylvania resident for tuition purposes if he/she has a Pennsylvania domicile.

Domicile is the place where one intends to and does in fact permanently reside. Because the determination of whether a student intends to reside indefinitely in Pennsylvania is necessarily subjective, documentary evidence, statements from disinterested persons and the presumptions set forth below will be considered:

a. Continuous residence in Pennsylvania for a period of twelve months prior to registration as a student at a college or university in the Commonwealth creates a presumption of domicile. Although one is presumed not to be a domiciliary if one has resided for a shorter period before attending a college or university, a student may rebut this presumption by convincing evidence.

b. A person attempting to establish domicile must be a citizen or must have indicated by formal action his intention to become a citizen or must have been admitted to the United States on an Immigrant Visa. A tourist or student (non-immigrant) visa is not proof of domiciliary intent.

c. A married woman is presumed to have the domicile of her husband; however, such presumptions may be rebutted by convincing evidence of an independent Pennsylvania domicile. A Pennsylvania domiciliary who marries a non-resident shall continue to be classified as a Pennsylvania resident if he/she registers at a college or university within one year of his/her marriage.

d. A minor is presumed to have the domicile of his/her parent(s) or guardian. The age of majority in Pennsylvania for establishing a domicile for tuition purposes is twenty-one. However, a minor may prove emancipation and independent domicile through convincing evidence.

e. A United States government employee or a member of the armed forces who was domiciled in Pennsylvania immediately preceding entry into government service and who has continuously maintained Pennsylvania as his/her legal residence, will be presumed to have a Pennsylvania domicile. Others in government service may, by convincing evidence, establish Pennsylvania as their domicile.

f. A student receiving a scholarship or grant dependent upon domicile, from a state other than Pennsylvania, is not domiciled in Pennsylvania.

A student may challenge his/her residency classification by filing a written petition with the Director of Budgets and Accounts.

If the student is not satisfied with the decision made by the Director of Budgets and Accounts in response to the challenge, the student may take a written appeal to the office of the Secretary of Education, Education Building, Harrisburg, Pennsylvania. His decision on the challenge shall be final.

Any reclassification resulting from a student's challenge shall be effective for tuition purposes as of the date such challenge was filed.

A student who changes his domicile from Pennsylvania to another state must promptly give written notice to the college or university.

HOUSING FEE.

The housing fee for students living in campus residence halls is $198.00 per semester, which includes linen service. Linen service consists of 2 sheets, 1 pillow case, 3 bath towels (per week), 1 blanket and 1 bedspread. Pillows are not provided. No reduction will be made in the above fee when students furnish their own linen.

Students planning to reside in State dormitories reserve their room with a $50.00 advance room deposit for which they subsequently receive a credit against their housing fee.

Male freshmen and transfer students are frequently assigned to nearby private (non-State) dormitories, in which case the payment of $198.00 is made directly to the realtor, and includes linen service as outlined above.

DINING FEE.

The fee charged for use of the College's Dining Service is $180.00 per semester, and includes all meals while College is in session. All students residing in private or State dormitories must pay this fee, with the exception of students requiring a special diet for health reasons. A copy of the special diet must be obtained from an attending physician and submitted to the Dietician in the College Dining Hall; if the Dietician is unable to furnish the diet the student will be exempted from paying this fee. Students not living in dormitories may pay this fee and use the College's Dining Service.

OTHER FEES.

Student Community Building Fee. All students attending a State College with a Student Community Building (Memorial Hall at Mansfield) shall pay this fee on the following per-semester basis:

1 to 6 credits:	$ 2.50
7 to 11 credits:	$ 5.00
12 or more credits:	$10.00

Student Activity Fee. An activity fee is collected from all regularly enrolled students and administered through a cooperative organization approved by the Board of Trustees. This fee is $30.00 per semester and covers the cost of student activities in athletics, lectures, entertainment, student publications, etc. Checks covering activity fees must be made payable to College Community Services, Inc. and paid at or before registration. This fee is optional for part-time off-campus students.

Damage Fees. The cost of damage that can be attributed to an individual, or group of individuals, will be paid by the responsible student(s). In addition, $1.00 is collected each academic session from all students to cover malicious damage on campus that cannot be attributed to individuals. This fee is paid directly to College Community Services, Inc., and is not refundable; money remaining at the end of each fiscal year, if any, is used for improvements as determined by the Student Government Association.

Testing and Counseling Fee. There will be a non-refundable testing and counseling fee of $10.00 per incoming student, payable one time only.

Late Registration Fee. Each student registering after the date officially set for registration is required to pay an additional fee of $10.00. The same regulation shall apply to approved deferred payments.

Infirmary Fee. The services of the College's physician and nurses are available to those who are ill or injured. The cost of medicines and dressings for minor ills or injuries is included in the basic fee as previously explained; however, students must pay for special prescriptions or preventive vaccines. In addition, day students in the infirmary **without** dining privileges will be charged $3.25 per day to defray the cost of meals.

Applied Music Instruction Fee. The charge for private music lessons, in addition to those lessons included in the student's music curriculum (if any), will be $45.00 per semester per credit. This fee is in addition to any other fee charges. Band and orchestral instruments may be rented for $8.00 per semester.

Application Fee. A fee of $10.00 is required of all applicants. It is not refundable and is not credited to a student's account.

Acceptance Fee. The incoming student accepts an offer of admission by paying an additional fee of $35.00 as a guarantee of his intention to enter the College. This fee is not refundable, but upon enrollment is credited toward the student's basic fee. The student has one year from the time this fee is paid to enroll and use the fee as a credit on his account; after this time the fee is forfeited.

Degree Fee. Every candidate for a degree is required to pay a diploma fee of $5.00. An application form must be filed with the Registrar at the beginning of the semester in which the student expects to attain the degree.

Cap and Gown Fee. The current fee of $13.50 includes purchase of cap, gown, hood and 10 announcements. This fee is paid directly to College Community Services, Inc.

Transcript Fee. Transcripts issued directly to students may not be considered as official transcripts. A fee of $1.00 is paid for the second and each subsequent copy of the academic record. The fee is waived for transcripts to be used in connection with induction, enlistment, or achievement in the armed forces.

Summer School Fees. For Pennsylvania residents: $29.00 per semester hour; for out-of-state students: $46.00 per credit hour. Activity fee is $6.00 per 6-week session (for students enrolled as summer freshmen, $30.00 per 12-week session). Board, room and linen service is $126.00 per 6-week session. The Student Community Building fee is $1.00 for courses of one to three weeks duration, or $2.00 for courses of four to six weeks duration (for students enrolled as summer freshmen, $10.00 per 12-week session).

DELINQUENT ACCOUNTS

Students will not be permitted to enroll for any semester, to receive a degree, or to have honored a request for a transcript of records until all overdue accounts have been paid. Students withdrawing from the College during a semester will be required to receive clearance of all accounts from the Revenue Office.

SCHEDULE OF PAYMENTS

All students shall be expected to clear up receivables remaining from prior semesters before registration. This policy shall be followed without exception.

It is desired that all payments for a particular academic session be made prior to registration; however, the Revenue Office shall have authority to allow a student to defer 50% of the balance of the current semester obligation, after deduction of expected scholarships and grants, for a period of six weeks in consideration of the late payment fee (the late fee shall be applied to a student's account only once per semester).

REPAYMENTS

Tuition. Partial refunds of tuition will be made according to the following schedule only when a student voluntarily **withdraws from the College** because of personal illness, certified to by an attending physician, or because of such other reasons as may be approved by the Vice President for Student Affairs. This schedule will also be followed in the case of part-time and out-of-state students **dropping credit hours** and full-time in-state undergraduates reducing academic programs below 12 semester hours of credit (schedule changes must be approved through the Office of Academic Affairs).

	WEEK			
	1	2	3	4
Regular Session	75%	75%	50%	50%
Summer Session	75%	50%	50%	0
	5	6	7	
Regular Session	50%	50%	0	
Summer Session	0	0	0	

Repayment of the previous fees will **not** be granted to students who are temporarily suspended, or are indefinitely suspended or dismissed, for the semester during which the suspension or dismissal occurs.

Housing Fee. One half the housing fee will be refunded when the student voluntarily leaves the dormitory during the first two weeks of the regular session or the first week of a summer session. Housing fees will not be refunded after this as the College has been committed to furnish housing and will not be able to fill the vacant space. When a student withdraws from the College because of **illness**, certified to by an attending physician, the same table used previously to refund tuition will be applied.

Dining Charges. Dining charges will be refunded (on a weekly basis) for the time when the student is not at College after withdrawal, or for non-dormitory students who desire to discontinue the dining privilege. In both cases, the dining ticket must be returned to the Revenue Office before the refund may be processed.

Miscellaneous Fees. Fees other than those listed above will not be refunded for the semester involved.

All computations and processing of refunds shall originate with the Revenue Office. Checks and money orders must be made payable to the Commonwealth of Pennsylvania, except where indicated otherwise.

SUMMARY OF ESTIMATED UNDERGRADUATE EXPENSES PER SEMESTER

	In-State	
	Dormitory	**Commuter**
Basic Fee[1]	$350.00	$350.00
Room and Board	378.00	
Building Fee	10.00	10.00
Activity Fee	30.00	30.00
Damage Fee	1.00	1.00
Damage Deposit[2]	10.00	
Testing & Couns.[3]	10.00	10.00
Books and Supplies[4]	50.00	50.00
	$839.00	$451.00

	Out-of-State	
	Dormitory	**Commuter**
Basic Fee[1]	$690.00	$690.00
Room and Board	378.00	
Building Fee	10.00	10.00
Activity Fee	30.00	30.00
Damage Fee	1.00	1.00
Damage Deposit[2]	10.00	
Testing & Couns.[3]	10.00	10.00
Books and Supplies[4]	50.00	50.00
	$1179.00	$791.00

[1] Assumes 15 credit hours for out-of-state students.

[2] Balance of $10.00 must be maintained, against which damage assessments will be processed.

[3] One-time charge for incoming students.

[4] Estimated.

student life and services

PHILOSOPHY OF STUDENT PERSONNEL

The basic goals of the Student Personnel Staff are to organize and administer the activities of students so as to promote a total climate of learning at Mansfield State College. Our aim is the overall development of the student as an individual with an integrated personality capable of functioning fully within our society.

Our further goals are to encourage responsibility for self-regulation, social responsibility, independence in judgement, flexibility in thinking and actions, and self-confidence, to promote greater self-awareness, better understanding of other people, and less prejudice in thinking, to promote more effective communication between students and faculty-administration, to encourage greater concentration on the role of counseling rather than the role of disciplinarian, holding with the belief that discipline should be administered with a view to education and positive change.

The student personnel staff believes that the student is an individual with dignity and worth in his own right. He has responsibilities to the society in which he lives with regard to assuring that the dignity and worth of other individuals is not overlooked or ignored as he strives to meet his needs or goals. The student should be assisted to achieve optimum development — intellectually, socially, physically and emotionally in order to enhance him in his roles as student, parent, teacher and citizen.

The student who is motivated to achieve optimum development has a higher probability toward developing criteria to examine his present culture with a view to maintaining those aspects which are desirable and changing those aspects which are undesirable. In accordance with the prevailing system of justice which obtains in our society, a student is innocent until proven guilty beyond reasonable doubt.

The Student Personnel Program is made up of various areas such as the Dean of Student's Office, Counseling, Financial Aid, Health, Housing and others which not only provide services but also complement and/or supplement the curricular program by their emphasis on the learning of habits, attitudes, skills and values. The student should be involved, in accordance with his abilities and the existing college rules and regulations, in the formulation of the rules and regulations governing his activities as a member of the college community.

GENERAL COLLEGE REGULATIONS

Acceptance of admission to Mansfield State College constitutes agreement to comply with its rules and regulations. Every student, regardless of age or location of college residence, is responsible for knowledge of those rules and regulations as outlined in the "Password, the student handbook. The student is also responsible for knowledge of any and all revisions or additions of college rules and regulations.

Basic to the code of conduct are the regulations governing alcoholic beverages, illegal drugs, public disturbances, gambling, and student obligations and responsibilities. These policies have been formulated by a joint student-faculty committee and adopted by the Student Government Association, the Faculty Association and the College Board of Trustees.

Responsibility of enforcement lies in the Mansfield Judiciary System. It has been established to protect the student's individual rights as well as the welfare of the institution regulated by the laws of the Commonwealth of Pennsylvania. The College reserves the right to exclude, at any time, a student whose conduct or academic record proves unsatisfactory. Further information on the Judiciary System can be found under "Student Government and the College Judicial System," a

detailed description of which is outlined in the Password.

RESIDENCE LIFE

Mansfield State College endorses Residence Hall living. The Student Personnel Staff, working with student and faculty groups, is continually striving to create a program that will result in a living-learning atmosphere in the residence halls. Experience in residence-hall living contributes to the students' overall social and emotional growth. Therefore, Mansfield State College requires its students to reside in campus residence halls when there is available space. Exceptions to this policy may be granted, by the Dean of Student's Office, to those students who commute from their homes, and to other students on the basis of age, marital status, and academic class.

All students who reside in campus housing facilities are expected to continue in residence for the entire academic year unless they withdraw from college, schedule themselves for less than 12 semester hours, move to another community or move to begin student teaching or for other contingencies.

General Regulations

1. Residence Hall Student — one who resides in a residence hall or building referred to by the College as a residence hall or extension thereof.
   A. Rental period for each student shall be for an academic year beginning with the fall semester.
   B. Each student, prior to occupying a room, must sign a housing contract provided by the College or owner of the residence hall and pay all designated fees and deposits.
   C. Board in the College dining hall is mandatory for students residing in residence halls.
   D. All students residing in a residence hall are required to abide by the rules and regulations as prescribed by the College and/or residence hall council.
   E. Mansfield State College reserves the right to enter and inspect all residence hall rooms, but will in all possible circumstances recognize and respect the individual's right to privacy.
2. Off-Campus Student — one who resides in housing which is neither his home, his parent's or relative's homes, nor a college-designated residence hall.

   Students who receive permission to reside off-campus, other than those who commute from home, may select housing of their choice. Students are reminded that, in the interest of safety, landlords are expected to comply with codes as established by local authorities and the Department of Labor and Industry.

   If the College, because of space limitation, finds it necessary to assign students to off campus housing facilities, these assignments will be made from a college-approved housing list. Students who are assigned off-campus housing, will, prior to occupancy, sign a housing contract provided by the College or landlord. A copy of that contract will be placed on file in the Office of the Dean of Students.
3. Commuting Student — one who resides in his parent's home or his own home.
   A. Commuting students who are guests in either residence halls or off-campus housing are subject to the same rules and regulations as students residing in that area.

Specific residence hall regulations applicable to individual halls are available to each student upon request. The enforcement of

residence hall regulations has been established through the respective men's and women's residence-hall councils.

The student is responsible for knowing any revisions or additions of residence regulations and for obeying same.

Civil Rights Act. Mansfield State College wishes to have residents representing all creeds, races and ethnic groups living in college residence halls. Therefore, in compliance with the Pennsylvania Fair Education Practice Act, all resident assignments are made without regard to race, religion, color or national origin. Having accepted the Act, we feel that a cross section of cultures provides a cosmopolitan community. The College also complies with the Federal Civil Rights Act, Title IV.

Automobiles. Mansfield State College reserves the right to designate and assign areas in which student parking will be permitted.

All students who have or use automobiles must register them with the Security Office during registration. Vehicles brought to campus after registration are to be registered with the Security Office within 24 hours.

Regulations pertaining to vehicle use are distributed at the time of registration. Students are responsible for knowledge of the regulations and for obeying same.

FINANCIAL AID

Because Mansfield State College is state-owned, and to a significant degree, state-supported, each matriculating student is subsidized with respect to educational costs. This fact is demonstrated when Mansfield State College costs are compared with those of private institutions, where, despite endowments, tuition and educationally-related charges generally exceed those prevailing here.

Beyond this, however, the College recognizes the steep costs inherent in the acquisition of higher education and administers a balanced program which reflects the high priority given to education by the larger society. Throughout this program, the cooperative nature of the effort is emphasized, and the financial responsibilities of the student and his parents are considered. Matriculation at Mansfield State College is by semester, and therefore the College expects each entering student to have planned to meet college expenses for the semester without expectation of financial aid unless such aid has been previously arranged and confirmed. BASIC TO THIS IS THE CONCEPT OF PRIOR PLANNING BOTH IN THE CASE OF ENTERING STUDENTS AND THOSE PREVIOUSLY ENROLLED.

To qualify for financial aid, a student must:

1. Have been previously enrolled at the College or have been accepted by the Admissions Office and have paid the advance registration fee to that office. Inquiries relating to financial aid may then be addressed to the Office of Financial Aid. (The student aid brochure which is detailed and specific is sent to all admitted students).
2. File a Parents Confidential Statement (PCS) with the College Scholarship Service, Princeton, New Jersey, indicating that a copy be sent to Mansfield State College (code 2655). These forms may be secured from the Office of Financial Aid, Mansfield State Collee, or through any high school guidance office. A PCS **must** be filed each year to support applications for grants, loans or work-study for the succeeding year.
3. Request a copy of the financial aid application from the Office of Financial Aid, Mansfield State College, complete and return same, indicating the type of aid re-

quested prior to the deadlines stated below:

Aid Requested For	Mail PCS to Princeton prior to	Mail Financial Aid Application to MSC prior to
Fall Semester	March 1	May 1
Spring Semester	October 15	November 1
Summer Semester	March 1	May 1

THE PARENTS CONFIDENTIAL STATEMENT IS A TOOL FOR DETERMINING INDIVIDUAL NEED AND NOT AN APPLICATION FOR LOAN, SCHOLARSHIP OR EMPLOYMENT.

The Student Aid program is composed of three categories: employment, loans, scholarships and grants.

I. **Employment**

A. **Part-time campus employment** supplements personal funds or loans and grants for many students. Mansfield participates in two student-employment programs. The College work study program is funded by the Federal Government and the Pennsylvania State employment program is funded by the Commonwealth of Pennsylvania. Both have similar openings and pay scales for a maximum of 15 hours per week. To establish eligibility for these programs, students must:

1. File a PCS.
2. File an application for employment with the Financial Aid Office.
3. Hold U.S. citizenship in the case of a Federal Work Study Program.

B. **Off-Campus Employment** is limited due to the rural, non-industrialized locale of the College. Obtaining off-campus employment is largely the responsibility of the individual student, although the Office of Financial Aid may be in a position to make occasional referrals when job vacancies are known to exist.

II. **Loan Programs**

A variety of loan programs are designed to meet the needs of students in solving financial problems.

A. **National Direct Student Loan** (NDSL) is especially advantageous to those who plan to enter the teaching profession because of the cancellation clause. With this stipulation, at least part of the loan may be cancelled upon completion of a period of teaching service in some school districts. Up to $500 may be borrowed each semester and application must be made each semester; a period of ten years is allowed for repayment. Deferment is available for service with the armed forces, the Peace Corps, Vista programs, or further study. Eligibility requirements are:

1. demonstrated financial need
2. U.S. citizenship

To Qualify:

1. File the Parents Confidential Statement
2. File an application for financial aid in the Office of Financial Aid prior to the stipulated deadline.

B. **State Higher Education Agency Guarantee Loan Program.** Pennsylvania, New York and New Jersey are a few of the states which have developed a state-guaranteed loan program. With the deferred-payment plan, students may be permitted to borrow up to $1500 annually. To qualify, students must secure applications from their

local banks. Eligibility requirements are:

1. students must apply at a bank in the state in which they are residents.
2. students must be accepted at, or matriculated in, approved U.S. colleges, nursing, trade or business programs.
3. effective March, 1973, a needs analysis must be made for all students applying for this loan; a current Parent's Confidential Statement must therefore be filed with College Scholarship Service. Interest free loans are made only to the extent of student needs.

C. **Class of 1969-70 Loan Fund.** Short term loans of $20-$100 are available periodically depending on fund balances. Applications are made through the Office of Financial Aid.

D. **Omicron Gamma Pi Loan Fund** was established for students majoring in Home Economics with preferences given to members of the senior class. Loans are made to students demonstrating high ideals, good character and strong scholastic standing. Applications may be obtained from the office of the Chairman, Home Economics Department.

III. **Grants and Scholarships**

Both public and private funds are available as scholarship aid to Mansfield students.

A. **Federal Grants.** Educational Opportunity Grants (EOG) are available to students who demonstrate exceptional financial need. Grants are currently maximized at $1,000 per year and most are renewed annually. A student must, under conditions of the grant, give evidence of an attempt to solve his financial problems by matching EOG funds. Grants may be matched from any of the following sources:

1. State Scholarships (PHEAA)
2. National Defense Student Loans (NDSL)
3. campus jobs
4. various private scholarships.

To qualify for such grants, students must:

1. be citizens of the United States
2. file a Parents Confidential Statement and application for financial aid.

B. **Pennsylvania Higher Education Assistance Agency Grants** (PHEAA). PHEAA grants have aided many students since 1965; they are awarded on the basis of financial need. Information regarding applications and procedures may be obtained from a high school guidance office (in the case of college-bound students) or at the College Office of Financial Aid (for students in attendance at the College).

C. **The Janice Baker Memorial Scholarship.** An annual award of $100 is presented to an undergraduate woman student in the Music Department majoring in voice and displaying the most outstanding contribution to the college in the field of musical performance. The selection will be made by the voice faculty of the Music Department.

D. **The W. H. Colegrove Scholarships.** Two $100 grants are available each year to women students from Tioga County. Awards are made on the basis of academic achievement and

financial need. Applications may be obtained and filed at the Office of Financial Aid, prior to November 1 each academic year.

E. **Florence Dornblaser Memorial Awards.** Currently given to women in the junior class of accredited colleges and universities. Information and details may be obtained through the Office of Financial Aid in the second semester of the academic year. The award is sponsored by The Pennsylvania Federation of Democratic Women, Inc.

F. **Theodore Presser Foundation Scholarship Grant.** Annually a grant of $400 is received from this source for award to an outstanding junior or senior majoring in music. Applications are received at the Office of the Chairman of the Department of Music and are made in support of undergraduate academic work for the forthcoming academic year.

G. **Hannah Kent Schoff Memorial Scholarship.** The Pennsylvania Congress of Parents and Teachers annually award one four-year scholarship of $150 to a worthy Pennsylvania student who has been selected by the Financial Aid Committee. Criteria are scholarship, financial need and personal qualities. Applications may be made to the Financial Aid Office, prior to March 1. Applicants are, normally, entering freshmen who will utilize the grant for four years. Awards are limited to Education majors.

H. **The Lydia M. Tarrant Extension Homemakers Scholarship.** Three scholarships of $200 each are awarded annually to Home Economics students. Applications for these grants should be made to the office of the Chairman, Home Economics Department in the semester prior to that for which the award is sought.

TESTING AND COUNSELING SERVICES

The Testing and Counseling Services assist students in making decisions related to the immediate problems of college adjustment and to broader problems of effective living. Students are invited to make an appointment for help in strengthening academic performance, developing career plans, solving situational problems or improving personal relationships.

With a professional counselor, the student may explore freely and in confidence any problems or feelings which are important to him. He can receive help which enables him to assess his individual make-up, to acquire increased self-understanding and sensitivity to others, and to grow in the direction of his choice.

The interview takes place in a private office and may last as long as one hour. Sometimes interviews are merely for the purpose of gaining information, in which case only one meeting is necessary. Often, however, the student and the counselor agree that further sessions may be helpful.

No information disclosed in a counseling interview is given to anyone without the permission of the student.

Counseling may be supplemented by means of tests which provide the student with more information about his interests, academic abilities, personal characteristics, study skills and special aptitudes.

The Testing and Counseling Center, located in Haverly House at the corner of First and Clinton Streets, is opened Monday through Friday from 8:30 a.m. to 4:30 p.m. Services

are available to all students free of charge at these times or by appointment at other times. Students are encouraged to use the Center whatever the nature or seriousness of the problem.

CAREER PLANNING AND PLACEMENT

The Career Planning and Placement Office's basic function is to provide a center for career planning where counseling on an individual basis may be offered to all students. This service is available to all students and alumni who wish to plan future careers. Counseling assistance is provided for student self-evaluation, occupational skills evaluation, and vocational outlook opportunities. A career library and career studies surveys are available as a service to students wishing to pursue their interests in depth.

The Placement Service's basic function is to assist students in securing first-entry positions in either the field of teaching or any other appropriate professional occupation. Job vacancies, civil service opportunities and teacher vacancies are publicized to seniors. Numerous campus interviews are scheduled for businesses, industries, public schools and civil service agencies. Student confidential folders are available to employers upon mutual request.

All students are encouraged to register with the Career Planning and Placement Office.

COLLEGE HEALTH SERVICES

The College Health Service operates in a modern fully-equipped facility which provides every convenience necessary for the health needs of students. The health services are extended to all students of Mansfield State College.

These services emphasize a preventive health program which consists of tuberculin testing administered to all seniors to meet graduation requirements and to all personnel working with the food services associated with the College. Influenza immunization clinics are held in the fall, in October and November. Allergy vaccine is administered to students if it has been prescribed by their physician.

Members of the health staff work to furnish a thorough but friendly and individual service to which a student may come for help of any sort. Since medical records and consultation are entirely confidential, there is no possibility of embarrassment to the student and consequently no reason for avoiding diagnosis of suspected contagious diseases or other illnesses.

Students who are ill are encouraged to report to the Health Center for examination and treatment by the nurses and college physician, and where condition indicates, admission to the infirmary is advocated. Infirmary services are available twenty-four hours a day during the time the College is in session. Medications and treatments are dispensed to the students free or at a very minimal charge depending on the type of medication prescribed.

STUDENT HEALTH INSURANCE PLAN

Mansfield State College offers its full-time students a comprehensive hospital surgical and medical insurance program which provides twelve-month protection against the cost of injury or illness. This policy covers the student not only while at school, but during school holidays, summer vacations and other times when the student is away from college.

Full-time students will be covered under the plan effective September 1 through the next August 31, provided they register and pay the insurance fee appearing in the stu-

dent bill by registration date. Students who do not register until the start of the second semester will be covered when the second semester begins through August 31.

For complete information a brochure is available from the secretary to the Vice-President for Student Affairs.

COLLEGE ACTIVITIES AND ORGANIZATIONS

The student activities program has been organized to encourage student participation in many areas of academic, social, ethical, cultural and recreational life. With a wide variety of activities each student is given the opportunity to enlarge his cultural development through group participation. The entire program is a supplement for classroom learning, social living and spiritual fulfillment.

HONORARY ORGANIZATIONS

Alpha Beta Alpha. Alpha Beta Alpha is a national honorary library fraternity seeking to promote people, books and services in librarianship. Membership is open to all students of Library Science who have a cumulative average of 2.00 and who have completed one semester at Mansfield.

Alpha Psi Omega. Alpha Psi Omega is a national honorary dramatics fraternity. It provides an honor society for those doing a high standard of work in dramatics. As students participate in The Players, they are awarded points which qualify them for election to membership in the fraternity.

Delta Phi Alpha. Delta Phi Alpha is a national German honorary fraternity which seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. In order to qualify for membership, a student must have a minimum of two years of college German or its equivalent with the attainment of sophomore standing. Further, a 3.0 average in the German course work and a B— overall is required for membership.

Delta Tau Gamma. Delta Tau Gamma is an honorary service fraternity. Its purpose is to join together students of the campus who have by past service to the College proven themselves worthy of honor and who will, by virtue of this association, continue to provide further service to the college community.

Gamma Theta Nu. The purpose of this new honorary society is to band together, honor, and recognize selected college/university persons who have demonstrated excellence in the communicative arts of oral interpretation, readers theatre, and chamber theatre.

Gamma Theta Upsilon. Gamma Theta Upsilon is an international honorary geographical society. Mansfield State College's chapter is Beta Omicron. The Society's purposes are to further professional interest in geography, to strengthen student and professional training through academic experiences, and to advance the status of geography as a cultural and practical discipline.

Gwens. The Gwens, a sophomore women's national honorary organization, exists on the campus of Mansfield State College to serve the college community. Composed of sophomore women selected on the basis of scholarship, service, and character, the organization offers its services to the members of the administration, the faculty and campus organizations.

Kappa Delta Pi. Kappa Delta Pi, an honor society in education, aims to encourage high professional, intellectual and personal standards to recognize outstanding contributions in education. To this end it invites to membership such persons as exhibit com-

mendable personal qualities, worthy educational ideals and sound scholarship. Invitation to membership shall be dependent upon fulfillment of the following qualifications: junior collegiate standing, general scholarship of a grade ranking in the upper fifth of the Division of Professional Studies, a cumulative index of not less than 3.00.

Kappa Kappa Psi Fraternity. Kappa Kappa Psi is a men's national honorary band fraternity whose purpose is service to the band and to the Alma Mater. Membership is open by invitation to any male college student who has been a member of one of the college bands for at least one semester and who has a 2.0 QPA.

Kappa Omicron Phi. Kappa Omicron Phi is a national honorary home economics sorority. Members are selected on the basis of scholarship, professional attitude, and character. The number may not exceed 20 per cent of the enrollment. The aim of Kappa Omicron Phi is to develop women with higher ideals of sane living, with deeper appreciation of the sanctity of the American home, with broader social and higher intellectual and cultural attainments.

Pi Delta Phi. Pi Delta Phi is a national French honorary society. It recognizes excellence in the study of French and promotes the study of French culture. In order to qualify for membership, a student must have a "B" average in French, have an over-all scholastic average of 2.7 and have completed French 202.

Pi Kappa Delta. This national honorary awards membership to those college students who participated in intercollegiate debating or individual speaking contests. The goal of the organization is to further the interest of inter-collegiate speaking activities and to award those who engage in these speaking activities.

Phi Sigma Pi. Phi Sigma Pi, a national honorary fraternity for men, is the oldest fraternity guiding Mansfield State College men and serving the College. Membership is by invitation only and is limited to outstanding undergraduate male scholars of superior scholastic, professional and social standing, who have completed at least one year in residence and have obtained at least a 2.90 scholastic average.

Sigma Delta Pi. Sigma Delta Pi is a national Spanish honorary fraternity. In order to qualify for membership a student must have a B average in Spanish, an over-all scholastic average of 2.75, and he must have completed Survey of Spanish Literature. The Eta Theta chapter of Sigma Delta Pi encourages the study of Spanish and its culture.

Sigma Zeta. Sigma Zeta is a national honor society which is restricted to science and mathematics upperclassmen. It seeks to recognize ability and accomplishment in the various branches of science. Meetings, field trips, and special projects make active membership in the organization pleasurable and worthwhile.

Tau Beta Sigma. Tau Beta Sigma is a women's national honorary band sorority whose purposes are service to the band and to the Alma Mater. Membership is open by invitation to any woman college student who has been a member of one of the college bands for at least one semester and has a 2.0 QPA.

SPECIAL INTEREST ORGANIZATIONS AND PUBLICATIONS

All Residence Hall Council. The All Residence Hall Council is the representative governing body of residence hall students. Its purpose is to help promote an atmosphere in the residence halls that is conducive to

meeting the educational and social needs of our residential students. One way this is accomplished is by providing formal and informal programs aimed at exposing students to diverse ideas, values, concerns and experiences with the understanding that the students may further involve themselves in these areas as their interests may dictate.

Art Club. The Art Club is open to all students interested in the promotion and appreciation of the visual arts. The Club maintains a monthly exhibition series at the Art House Gallery, 167 South Academy Street and offers a service to campus organizations desiring esthetic guidance.

Biology Club. The Biology Department sponsors a Biology Club which offers field trips and projects in various areas of interest and talks on current topics.

Black Awareness Association. The Black Awareness Association of Mansfield State College was established to promote awareness and unity, create a relevant atmosphere and bring about cultural diversity to the campus, town and surrounding areas.

Campus Girl Scouts. The Mansfield State College group of Campus Girl Scouts was offocially chartered by the Girl Scouts of the U.S.A. in March 1969.

Campus Ministry. Clergymen from the Mansfield area visit the campus on a regular schedule. Students who seek counseling and related services will find the Campus Ministry Office located in South Hall.

Carontawan. The Carontawan, which derives its name from the Indian word meaning "little town on the hill," is Mansfield State College's yearbook. The annual publication is dedicated to student life at the College.

Chemistry Club. The Chemistry Club was formed to afford students the opportunity to see the professional world of chemistry at work outside the college classroom and laboratory. The club sponsors guest lectures, films and tours through chemical industry and research laboratories. Student projects in science are also encouraged. Membership is open to all Mansfield State College students who have attained a QPA of at least 2.00 or better.

The College Committee for the United Nations. This organization provides intellectual and social interaction among students interested in the field of International Relations. The Committee operates on a simulation basis. Delegates can involve themselves in numerous regional model UN Conferences and the National Model UN Conference held in New York City. These conferences are socially and academically oriented often drawing students from over 200 colleges and universities from across the country.

Conception. Conception, the student literary magazine, is a collection of the best student poetry and fiction written at Mansfield State College and submitted for publication during the previous year. Prizes are awarded for the most notable poem and story published in each issue.

Council for Exceptional Children: Omega Rho Chapter. The Council for Exceptional Children is an affiliate of the national organization of the same name. Membership in our college chapter is open to all college students and especially those interested in becoming teachers of children who are mentally retarded, gifted, physically handicapped, or speech defective.

Regular meetings provide opportunities for members to meet and talk with specialists in the field. The organization also plans other activities of interest to the group such as sponsoring parties for area special class children. Visits are made to special schools and

institutions. Included in the national dues is a professional journal published monthly.

Day Student Organization. The Day Student Organization acts as the governing body of the day students. The organization provides representation of the day students in the Student Government Organization, the College Union Board, the Men's-Women's Hearing Board and numerous other important campus organizations.

Its purpose is to encourage day students to become an integral part of the college community by participating in campus activities and by seeing that adequate facilities are provided for day students on the campus.

The Falcon. The Falcon is a nationally distributed magazine, edited by members of the English Department, publishing the work of current American poets and fiction writers on a semi-annual basis. Contributors have included writers of national reputation as well as new or previously unknown writers from across the country.

The Flashlight. The student newspaper, published weekly, is written by students interested in journalism and distributed to all students and faculty members. Its function is to inform the members of the Mansfield State College community as to what is happening within all spheres of interest.

The Forensic Society. Students who are members of the Forensic Society may participate in inter-collegiate speaking competition. They may choose to compete in oratory, interpretation, impromptu, after-dinner, and extemporaneous speaking, discussion, and debating. No experience is necessary. Students may take Speech 206-209 as credit for forensic activities.

4-H Club. The 4-H Club provides interested students with the opportunity to participate in 4-H related activities, to develop leadership and citizenship, and to render service to the club, community, country, and world.

German Club. The German Club which seeks similar goals to those of Delta Phi Alpha provides additional cultural and social activities for students who, for any reason, are not members of that organization.

History Club. The History Club provides activities for those students who either personally, professionally or both are interested in the field of history. Sponsored by the Department of History, the club benefits members by organizing and sponsoring movies, speakers, and various other programs.

Inter-Fraternity Council. The Inter-Fraternity Council is the governing body for campus social fraternities. Each fraternity is represented on the council which establishes policies and guidelines for the fraternity system.

Intramural and Recreational Sports. In addition to the intercollegiate program a wide variety of intramural sports is encouraged. These include tennis, basketball, volleyball, bowling, badminton, touch football, roller skating, shuffle board, wrestling, swimming and track.

Kappa Phi. Kappa Phi is an organization of women students who are members of the United Methodist Church. It is designed to educate, enrich and deepen personal religious lives and to enable Kappa Phi girls to live their Christianity through church and community services.

"M" Club. The "M" Club is comprised of men who have earned a varsity letter in one or more intercollegiate sports. Its purposes are to encourage wholesome living and

good sportsmanship and to stimulate interest in athletics. Among the awards given by the "M" Club are the varsity letter, M Club pins and lifetime membership to qualifying athletes.

The Mansfieldian. The Mansfieldian keeps the alumni informed of the progress of the College and of the activities of the alumni and the various alumni clubs. This publication is sent semi-annually to all alumni.

Math Club. The Math Club was organized during the spring semester of 1971 by students in the Department of Mathematics. Membership is open to all Mathematics majors. The purposes of the club are: (1) meet the needs and interests of the members, (2) provide for communication between students and faculty for promotion of fellowship and interest in mathematics, (3) provide an incentive for higher scholarship, (4) better the attitudes toward attaining the general goals of a college education, and (5) create an atmosphere of voluntary involvement in helping others through upper-class-directed study sessions and lectures.

Medical Arts Society. The Medical Arts Society aims to familiarize interested students in the medical professions and related areas of medical service. In addition to lectures and tours, the society offers information pertaining to medical school entrance requirements.

Music Educators National Conference Student Chapter No. 162. Sponsored by the Music Department, this organization is open to all interested students. It aims to acquaint members with current activities and developments in the field of music education. At monthly meetings, programs augment instructional activity. The organization sponsors a limited number of social events. Membership in the organization provides student membership in the Music Educators National Conference.

Newman Association. The Newman Association provides a Christian intellectual, cultural and social atmosphere in the College. Weekly meetings and various projects are included in the Newman Program.

Omicron Gamma Pi. Omicron Gamma Pi, an organization for home economics students, holds monthly meetings consisting of lectures, reports and news in the home economics field. The local organization is affiliated with both The Pennsylvania Home Economics Association and The American Home Economics Association.

Orbis. Orbis is an organization dedicated to the promotion of political awareness within the student body. It endeavors to create a non-partisan but enlightened atmosphere regarding local, national and international affairs. It acquaints students with the career opportunities which are available to them in public service. Membership in Orbis is open to all Mansfield State College students.

Panhellenic Council. The Panhellenic Council serves as the governing body for the four national sororities on campus. The council coordinates all sorority functions and supervises all rushing procedures. Each individual sorority has service projects to aid national organizations and community groups where need arises. Each sorority is represented on the council which participates in the Homecoming Parade, Christmas Panorama, Greek Weekend and the Scholarship Cup Program.

Phi Mu Alpha Sinfonia. Phi Mu Alpha Sinfonia is a professional musical fraternity for men who plan to make music their profession or avocation. The fraternity aims to advance the cause of music in America, to foster the mutual welfare and brotherhood of

students of music, to develop true fraternal spirit among its members and to encourage loyalty to the alma mater.

Philosophy Club. The Philosophy Club is a student-oriented organization which functions in conjunction with the Department of Philosophy. The club meetings do not consist of "business" but rather of philosophical discussions and dialogues on contemporary topics. Several outside speakers are brought in each semester to address the membership.

Players. The Players is the official producing aim of the Department of Speech, Communication and Theatre. Experience in the dramatic arts, through involvement in acting, directing, promotion and publicity, technical work, and the general business of the theatre, is the organization's aim. All interested students are welcome to apply.

Program to Advance Veteran Education P.A.V.E. Staffed by veterans who are enrolled students, the Program to Advance Veteran Education is a counseling service established to assist other returning veterans.

The Psychology Club. The Psychology Club is open to all students interested in the academic and applied aspects of behavior. Its purpose is to sponsor talks, films, and projects relevant to student interests. The emphasis is upon acquainting students with job opportunities available to an individual with the B.A. in psychology. The club is currently establishing an affiliation with Psy Chi, the National Honorary Psychology Society.

Radio Station. WNTE is a 10-watt educational FM station operating on 89.5 megacycles. The station provides full educational and popular programming for both the College and the local community. The station welcomes new students, either experienced or interested in learning radio operation.

Readers Theatre Showcase. The Readers Theatre Showcase provides further opportunities for students to participate in performance situations in the areas of oral interpretation. Social and service activities are also stressed.

Sandy Apples Club. Open to all students with a major or minor (15 hours) in the Department of Sociology and Anthropology. The Sandy Apples Club provides an informal medium for the exchange of ideas and the building of esprit de corps between students and teachers. A variety of projects of service to the campus and local community, as well as sponsorship of conferences with students in Departments of Sociology at other colleges and universities, are being planned.

Sigma Alpha Iota Sorority. Sigma Alpha Iota is an international professional music sorority for women which encourages high standards of musicianship and scholarship. One important aim of the sorority is to further the development of music in America and to promote a stronger bond of musical interest and understanding between foreign countries and our own. Membership requires that the music student be at least a second semester freshman, have a 2.5 QPA and an A in a music subject.

Ski Club. The Ski Club's main interest lies in skiing, the pursuit and enjoyment of the sport, and the intrinsic items which go along with the sport.

Spanish Club. The Spanish Club was organized to give students interested in the language an opportunity to use it and learn further of the culture of Spanish-speaking countries.

Student Government Association. The Student Government Association is the recognized governing body of Mansfield students.

The business of the organization is conducted by the executive officers and a senate. The senate meets biweekly and numerous organizations and committees submit reports for Student Government consideration.

Student PSEA-NEA. The local Student PSEA-NEA organization is a chapter of the Student Pennsylvania State Education Association and the Student National Educational Association. Its purpose is to provide members with opportunities for personal and professional growth; development of leadership skills; understanding of the history, ethics, and programs at the state and national levels.

Veterans Service. All veterans affairs are conducted through the Office of Financial Aid. All new students eligible to enter with veterans benefits should apply to their nearest Veterans Administration Regional Office for official certificates of entitlement. This application for entitlement should be made only after the veteran or eligible student has been officially notified of his admission.

Mansfield State College is approved to provide training for eligible persons under the provisions of Public Law 634.

Women's Athletic Association. The Women's Athletic Association provides facilities to create and develop interest in athletics and recreational activities which have a carry-over value for worthy use of leisure time.

Young Democrats Club. The Young Democrats Club was established to promote political awareness among the students at Mansfield State College. Membership is open to any interested person.

Young Republicans Club. The Young Republicans Club is affiliated with the State College Council of Young Republicans. The goal of the club is to stimulate interest in college students for political activities and governmental affairs from a Republican viewpoint.

SPECIAL EVENTS

Art Acquisition Program. An Art Acquisition Program has been in existence at Mansfield for the past ten years, its purpose being the acquisition of significant original works of art and the development of a worthwhile art collection for the College. Funds are allocated yearly by the Student Government Association and are under the direction of a Student-Faculty Committee. The collection now includes about ninety works; oil paintings, watercolors, intaglios, etchings, woodcuts, lithographs, sculpture and ceramics.

Art Exhibition Series. With the completion of Laurel Manor, a monthly art exhibition series was inaugurated on the Mansfield campus for the cultural and esthetic development of the student body as well as for the community. Drawings, prints, watercolors, oil paintings and sculptural works have been exhibited.

Commencement. Attendance at Commencement ceremonies is required unless circumstances demand otherwise. Permission to graduate in absentia is only given by the President of the College.

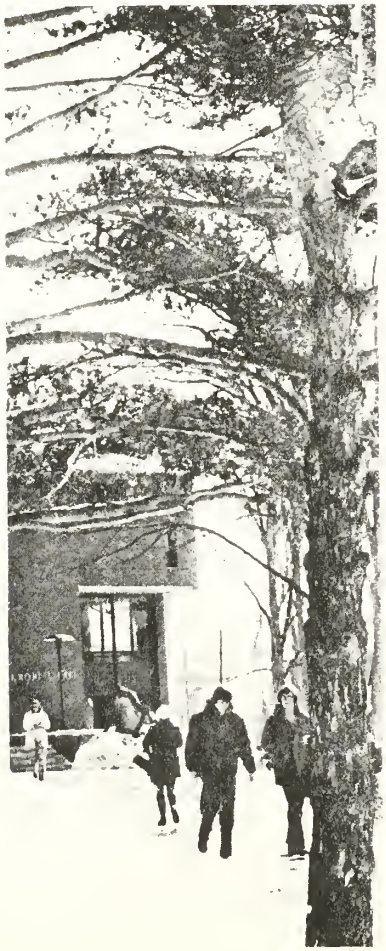
Concerts. Various music groups such as the College Community Orchestra, Concert Wind Ensemble, Phi Mu Alpha, Sigma Alpha Iota and others present evening concerts. These concerts are open to the students, faculty and public and enhance the cultural entertainment of the campus.

Intercollegiate Athletics. The athletic program of Mansfield State College is intended to supplement the academic curriculum and to

complement the social and recreational opportunities afforded students by the many other activity programs sponsored by the College. Athletic policies and practices are the joint responsibility of the Athletic Policies Committee and the Administrative Council. Opportunity is provided for all male and female students who are physically eligible and subject to the rules and regulations governing intercollegiate competition to participate in intercollegiate baseball, basketball, football, golf, tennis, track and wrestling.

Motion Pictures. Motion pictures are often shown on Friday, Saturday or Sunday evenings in Allen Hall or Straughn Auditorium under the auspices of the College Union Board. Schedules are posted on campus bulletin boards. Admission is covered by the students activities fee.

student life



the four seasons

facts about the college

ACADEMIC INFORMATION

policies and regulations

ACADEMIC COUNSELING

Students are urged to make the fullest use possible of the academic counseling available to them through their respective advisors, departmental chairman, instructors and deans. Faculty are expected to post and keep regular office hours for this purpose.

The student should choose his major field of study with care, and a choice should be made under the guidance of faculty personnel. Current information regarding the various fields of study offered at Mansfield State College may be obtained from the Office of Academic Affairs or divisional deans.

SCHOLASTIC STANDARDS AND REQUIREMENTS

Marking and Point System. Mansfield State College employs the 4-point system, as shown below, in evaluating academic performance.

Grade	Interpretation	Quality Points
A	Excellent	4
B	Above Average	3
C	Good College Work	2
D	Passing	1
F	Failure	0
I	Incomplete	0

Instructors may correlate percentage scores with letter grades. For such correlations the following list of equivalents is presented.

90 — 100 = A
80 — 89 = B
70 — 79 = C
60 — 69 = D
0 — 59 = F

The academic standing of each student in every subject is reported at the close of the semester. All regular matriculating students seeking an undergraduate degree must meet the established academic standards of the institution.

The student's quality point average (Q.P.A.) is determined by dividing the total number of quality points earned by the total number of semester hours of work attempted. It should be noted that semester hours and credit hours are one and the same. The Q.P.A. is the index by which a student's academic standing is judged.

An "F" grade in a required course must be cleared by repeating the course. It is not to the student's advantage, in most cases, to repeat a "D" grade.

An "I" (Incomplete) grade is used to denote unfinished work because of serious mitigating circumstances beyond the student's control. The student is responsible for the removal of an "I" grade within a period of three weeks following the semester in which the "I" grade was given except in cases where further mitigating situations prevail. It is expected that "I" grades given at the end of the spring semester be made up during the first three weeks of summer school.

Decisions about granting "I" grades will be made by the professor of the course in consultation with the Office of Academic Affairs. If the "I" grade is not cleared for reasons of mitigating circumstances, the Registrar shall record a final grade of "F".

In addition to letter grades, the following designations (none of which is figured in the Q.P.A.) are used in situations warranting them:

S — Satisfactory
U — Unsatisfactory
EX — Credit by examination
W — Withdrawal from the course after the drop-add period with the approval of the instructor, the department chairman, and the Office of Academic Affairs.
AUD — Audited
PF — Pass-Fail

Continuance in College. To remain in satisfactory standing a student must maintain a cumulative point average of 2.0 or better. A student whose quality point average (Q.P.A.) falls below 2.0 will automatically be placed on academic probation. Except for the grade report issued at the close of each semester reflecting the student's Q.P.A. the student will not receive special notification that he has been placed on academic probation. Should a student receive low grades at the end of any grading period, it is his responsibility to see his instructors, from whom the low grades were received, and his advisor, in order to take full advantage of the college advising system.

Students entering Mansfield State College before September, 1972 are subject to the scholastic requirements of the following policy:

A freshman student (0-31 earned semester hours), who does not attain a 2.0 quality point average (Q.P.A.) at the close of his first semester (12-18 semester hours attempted) will automatically be placed on academic probation. If at the end of his second semester the student has not removed himself from academic probation he will be placed on academic probation for a third semester. At the end of this third semester if his Q.P.A. is not 2.0 or more, the student will be dismissed from college.

Students transferring to Mansfield State College with freshman status (0-31 semester hours) will be accorded the same consideration as the regular Mansfield State College freshman. A transfer student with 32 semester hours of transferable work who does not achieve a 2.0 Q.P.A. at the end of his first semester will automatically be on probation for one semester. If at the end of his second semester the student has failed to achieve a 2.0 Q.P.A. he will be dismissed from the College.

Any student with a Q.P.A. of .99 or below at the close of a semester will be dismissed from the College. A one-year interval must elapse before a student who has been dismissed for academic deficiency may be readmitted to the College. Students twice dismissed for academic reasons automatically terminate their association with Mansfield State College.

After completing two or more semesters of academic work, any student who attains less than a 2.0 Q.P.A. will be placed on academic probation for one semester. At the end of the semester of academic probation, individuals having a Q.P.A. which is still below a 2.0 will be dismissed from the College.

Students entering Mansfield State College after September, 1972 or thereafter are permitted continued matriculation governed by credits earned with the corresponding minimum quality point average (Q.P.A.) as required by the following outline.

The grade report issued to the student at the termination of a marking period serves as the means whereby he is informed of his academic status. Students with Q.P.A.'s below 2.00 are automatically placed on academic probation for the following term.

0 — 18 S.H. **earned** at the end of any marking period — 1.40 Q.P.A. or better

19 — 37 S.H. earned at the end of any marking period — 1.60 Q.P.A. or better

38 — 56 S.H. earned at the end of any marking period — 1.80 Q.P.A. or better

57 — or more earned at the end of any marking period — 2.00 Q.P.A. or better

Having earned 57 or more semester hours (S.H.) of credit, students are expected to maintain an academic average of 2.00 or

better. Should a student's Q.P.A. fall below a 2.00 at the end of any marking period in which he has earned 57 or more credits, he must remove himself from academic probation in the next marking period for which he is matriculated. If he fails to do so the student will be dismissed from the College.

Transfer students are subject to the same academic standards as those in effect for regular Mansfield students. For example, a transfer student with 18 S.H. of credit accepted in transfer taking 18 S.H. at Mansfield State College must have 1.60 or better at the close of the term in order to continue.

Readmitted students with Q.P.A.'s below a 2.00 are expected to attain the requisite average as mandated by the above schema.

Any student whose quality point average is below the required Q.P.A. as outlined above will be dismissed from the College.

A one-year interval must elapse before a student who has been dismissed for academic deficiency may be readmitted to the College. Students twice dismissed for academic reasons automatically terminate their association with Mansfield State College.

Academic Standard's Review Board. Students who have not achieved the minimum required grade point average to permit their continued matriculation are subject to dismissal from the College. The academic standard to be followed in the case of each student will be that academic standard's policy which was in effect at the time of the student's initial matriculation or readmission.

Following dismissal notification a student, upon his own initiative, has recourse to the Academic Standard's Review Board if in his opinion there would be sufficient reasons upon which to appeal his dismissal. Should the student desire a review of his case he should state this to the administrative officer informing him of his dismissal.

Academic Integrity. Faculty members are expected to take reasonable precautions to reduce to a minimum opportunities for dishonesty in academic work. Faculty should instruct the students as to the meaning of plagiarism so as to aid in solving the plagiarism problem. Where possible, the faculty member is expected to assess offenses of acadmic dishonesty in the interest of acceptable high standards. This is a matter primarily between the student and the instructor. Requests for special assistance may be made to the Office of Academic Affairs.

The Semester. A normal academic work load is defined as 12 to 18 semester hours. Any student desiring to carry more than 18 semester hours must obtain permission from his department chairman and have a 2.60 Q.P.A. for carrying 19 semester hours or a 3.00 Q.P.A. for carrying 20 semester hours.

Students carrying less than 12 semester hours are not eligible to live in campus dormitories without special permission of the Vice-President for Student Affairs.

Class Standing and Upper-Divisional Acceptance. Class standing is determined by the total number of semester hours earned including acceptable credits transferred from other accredited colleges.

Lower-Division
(General Education)

Freshman — 0-31 semester hours of earned credit

Sophomore — 32-63 semester hours of earned credit

Upper-Division
(Liberal Arts or Professional Studies)

Junior — 64-95 semester hours of earned credit

Senior — 96 semester hours of earned credit

Students having achieved junior class standing and at least a 2.0 quality point aver-

age may make formal application for admittance to Upper Division.

The student with 60 semester hours of earned credit while technically housed in the Upper Division is expected to make formal application for acceptance into his division during his fourth semester.

Approved specific requirements for acceptance into the Upper Division are stipulated by the various academic departments. Details regarding upper-divisional acceptance may be obtained from departmental chairman, the Dean of Liberal Arts or the Dean of Professional Studies.

DEAN'S LIST AND HONORS

The Dean's List issued after the close of each semester contains the names of those students who have earned an average of 3.50 or higher for the semester based on at least 12 semester hours of earned credit.

Superior scholastic achievement is recognized by means of the College honor roll. Such recognition becomes a permanent part of every graduating senior's record, with designations based upon cumulative point averages as indicated:

Honors	3.35 to 3.64
High Honors	3.65 to 3.94
Highest Honors	3.95 to 4.00

HONORS PROGRAM

Through the honors program a student at Mansfield with an outstanding academic record is given an opportunity to pursue advanced individual study and research in his major course area, and to extend the scope of his work beyond the limits of a parallel course.

1. In order to be considered for honors work, a student must have attained an over-all scholastic record of at least 2.8.
2. A petition for honors work must be submitted in writing by the student to the chairman of the major department in which he is enrolled. Such petition must be received by the chairman during the semester preceding the period in which the student plans to pursue honors work. The petition forms may be secured from the Office of Academic Affairs.
3. Students petitioning for honors courses will be screened for approval by the department chairman on the following points:
   a. Over-all scholastic accomplishment,
   b. Effectiveness in written and oral expression,
   c. Ability to perform independent study and research under close supervision.
4. Honors work will not constitute more than three semester hours of course credit per semester, and a total not exceeding twelve semester hours of credit toward the major field.
5. Honors work must meet high standards of scholarship. At least a "B" grade must be earned under rigorous standards for such work to receive credit as an honors course.
6. After an adviser from the student's major department has been selected to guide his honors program, they will together organize the work of the student's junior and senior years into a unified program.
7. Honors work will not take the place of regularly offered college course work, but will consist of work in phases of study not usually offered in the student's major field.

8. A student may be dropped from the honors program for the reasons:
   a. Failure to achieve a Quality Point Average of 2.5 for course work taken in the semester during which honors are taken,
   b. Failure to produce scholarly work (as defined in 5, above),
   c. Special circumstances (e.g., poor health) by mutual agreement of student and adviser.
9. Students withdrawing from the honors program after the completion of more than one semester of work will receive credit for work already accomplished, as determined jointly by the honors adviser, the department chairman and the Dean of Academic Affairs.
10. On the student's record, honors courses will be listed as Honors I, Honors II, Honors III, and Honors IV, with a further designation appropriate to the nature of the study pursued: e.g., Honors I (Naturalism in the Novels of Frank Norris) or Honors II (Problems in Economic Geography).

PASS-FAIL POLICY

Eight courses may be taken under the pass-fail option over the total four year matriculation period. A student may take no more than one course for pass-fail each semester with the following exceptions:

1. English 101 and 102 may not be taken for pass-fail.
2. Courses required by the major department may only be included at the option of the department.

Pass grades will be "D" or better and three failures under pass-fail will constitute loss of the option. Pass-fail courses are not reflected in the quality point average of the student, but will be counted as credits earned if a passing grade is received. The student has a two week period at the beginning of the semester to elect to take a course for pass-fail. He may not change his pass-fail option to a letter grade or select the pass-fail option after the two-week add period has passed.

CREDIT BY EXAMINATION

A student in good academic standing may request permission to take a comprehensive examination in a particular course offered by the College. All requests for credit by examination must be made to the department chairman involved and reviewed by the Vice-President for Academic Affairs. A student must present evidence that he is sufficiently competent to warrant the examination.

If the request is approved, the student will register for the course by the normal procedure used for all courses. The semester hours of credit earned by examination will apply toward graduation requirements.

Students may also take part in the College-Level Examinations Program (CLEP) by contacting the Academic Affairs Office.

ADVANCED PLACEMENT PROGRAM

Courses taken before admission to college under the Advanced Placement Program conducted by the Educational Testing Service, Princeton, New Jersey, may be applied toward graduation requirements by students who are admitted to college to pursue one or more semester's work. To secure such credit the student must make formal application to the Office of Academic Affairs. The course must satisfy college requirements and the score on the Educational Testing examination must be satisfactory to college officials. Not more than twelve credits earned by such examina-

tion may be applied toward graduation requirements.

CREDIT FOR MILITARY SERVICE

Veterans with a minimum of eighteen months of honorable service in the United States Army, Navy, Marine Corps, and Air Force, may apply for credit in HPE 100 (Health) and HPS 101-103 (Psysical Education).

SELECTIVE SERVICE DEFERMENTS

A student is eligible for a student deferment only if he is satisfactorily pursuing a full-time course of instruction leading to a Baccalaureate Degree prior to July 1, 1971.

A student seeking deferment must complete the Selective Service Questionnaire, in th Office of Academic Affairs, at the time of fall registration, each academic year.

Students with lottery numbers of 96 and above do not need to apply for a student deferment.

Any student who turns 18 years of age may register in the Office of Academic Affairs if he is unable to go to his own Local Draft Board. This must be done within 30 days of his 18th birthday.

ABSENCE POLICY

Regular and punctual class attendance is expected of all students.

Student evaluation expressed as grades will be determined on the basis of academic performance. Professors will outline their criteria for academic evaluation prior to the end of the first week of class.

Bona fide absences because of illness, serious mitigating circumstances, or absences because of official College representation approved by the Office of the Vice-President for Student Affairs shall be accepted by all faculty.

Requests for absence from the College must be initiated in the Office of the Vice-President for Student Affairs and official notification for excused absences will be issued to the faculty by this office.

The student is responsible directly to his instructors for class and laboratory attendance; absences must be made up to the satisfaction of the instructor.

WITHDRAWAL FROM OR ADDITION OF A COURSE

A student may withdraw from a course during the first nine weeks of a semester without penalty. After nine weeks a "W" will be recorded on the student's record upon withdrawal from a course. Course withdrawal after the designated nine-week drop period is permitted with the approval of the Academic Affairs Office, the instructor of the course, and the student's department chairman. A statement in writing from the stuent's medical doctor, counselor, or close family must be substantiated by the Academic Affairs Office before a student is permitted to complete withdrawal procedures.

A student may add a course during the first two weeks of the semester.

To drop or add a course during the drop-add period, the student secures the appropriate form from the Computer Educational Center or faculty, has the form signed by the instructor of the course and by his advisor, and returns the form to the Computer Educational Center. No notation of a course dropped will appear on the student's permanent record if he withdraws during the designated drop period.

A student will receive an "F" in any course from which he withdraws without approval.

CHANGE OF MAJOR OR DIVISION

Requests to change major or division must be initiated in the Office of Academic Affairs. Such requests must be initiated well in advance of the next term in order that the application may be acted upon before the new term begins. Specific forms will be provided.

MAINTENANCE OF MATRICULATION

Students, who are teachers-in-service, working toward completion of degree or certification requirements will remain in "continued matriculation" status provided that a minimum of six semester hours of acceptable course work is completed each year. These courses may be taken in residence or as transfer courses.

WITHDRAWAL FROM COLLEGE

Students wishing to withdraw from college must notify the Testing and Counseling Center which provides the student with a form, that, when completed, clears the student for formal withdrawal. All financial obligations to the College must be met.

Withdrawal without proper notification and approval may prejudice a student's record and his chance for future readmission. The College reserves the right to record "F" grades for such courses not completed during the semester in which the student has improperly withdrawn.

PETITION

When any rule or regulation of the College causes an unfair hardship, the student is entitled to petition for an exception by filing a petition form obtainable from the Office of Academic Affairs. Advisors are expected to assist in the preparation of a petition. Completed forms should have the necessary signatures prior to submission to the Office of Academic Affairs.

GENERAL EDUCATION PROGRAM

Philosophy of the Program. In a day and age of much specialization, no well-educated person can function without a broad and substantial background. Such a background cannot be immediately achieved by embarking upon a road of narrow specialization. An undergraduate education is not unlike a pyramid with a broad base of knowledge in several fields or a "General Education" culminating in the apex of the pyramid wherein a specialization is superimposed. Whether one goes into education, law, medicine, government, management, or a whole host of alternate career goals, all presuppose a broad, basic general education.

General Education Program (Lower Division). During the first two years at Mansfield State College students pursue course work in General Education. After satisfaction of General Education requirements the student embarks upon upper-divisional study in his major field. Working closely with his advisor during the first two years of study, a foundation of course work is laid which prepares the student for meeting General Education requirements and ultimately for meeting the specific requirements of a major field.

The General Education Program offers alternative course selections in order to provide the student with courses of study to meet his individual needs, intents and the basic undergirding requirements for his major. **The student bears the responsibility for meeting any specific group requirements as demanded for his eventual major.** Faculty advisors are available and willing to assist students in their selection of course work.

While the incoming student may or may not have a future area of study in mind at the time of entrance, he will find that the General Education Program is structured broadly enough to cover most alternative possibilities. Should a student enter the College with a

definite major in mind, he would be assigned a departmental advisor in the department of his choice.

General Education Requirements. The normal freshman program includes 30-34 credit hours of course work in addition to physical education. All students are required (unless exempted) to complete English 101, English 102, speech 101, health, and physical education.

Group Requirements. During the first two years at Mansfield State College the student should plan his academic work in such a way that he meets: (1) the so-called "core requirements" (as listed above), (2) any specific "group requirements" as required for his eventual major, and (3) any remaining General Education requirements in the "Groups."

The general pattern to be followed for General Education may be most easily summarized in the following way — the student elects **four courses or 12 hours in each of three different groups and two courses in a fourth group.** For courses available in General Education please see the "Alternative Courses for General Education" listed below.

Before selecting courses in the "Groups" the student should carefully read the requirements or recommendations for his expected major and degree. It is decidedly to the advantage of the student to complete all General Education requirements during the first two years; however, a student may have to carry uncompleted General Education requirements into the upper division. This may be especially true in certain teacher education programs such as art, home economics and music. All General Education requirements must be met prior to graduation.

If a student elects a foreign language, basic competency is the requirement. This may be translated as two years (four courses) of beginning and intermediate courses or two courses of intermediate or more advanced courses. Should a student elect the latter, Group II may be completed by six credit hours of language.

If a student elects mathematics (Group IV), this Group will have been considered completed by six credit hours of more advanced mathematics courses beginning with calculus.

Alternative Courses for General Education Requirements.

Group I — Humanities
- Art — 101, 201, 210, 231, 251, 261, 271, 281, or permission of the instructor
- English — Any courses for which prerequisites have been met especially 200 through 215
- Music — 100, 111, 112, 122, 123, 222, 223
- Philosophy — 201 through 280
- Speech and Theatre — 110, 200 through 214

Group II — Languages
- French — 101 through 202
- German — 101 through 202
- Spanish — 101 through 202

Group III — Sciences
- Biology — 101 through 275
- Chemistry — 101 through 212
- Geology — 121 through 212
- Physics — 105 through 212

Group IV — Mathematics
- Math — 101 through 270

Group V — Social Sciences
- Anthropology — 101 through 203
- Economics — 201 through 204
- Geography — 102, 111, 222, 231, 282
- History — 101 through 287
- Political Science — 201 through 250
- Psychology — 100 through 260
- Sociology — 111, 121, 241, 302, 305, SA 321

Please note that 201 and 202 of one language satisfy the Group II requirements. Math 112 and 113 satisfy the Group IV requirement. The total number of credits to be earned in General Education is variable. It is possible to satisfy General Education requirements with as few as 44 credit hours; however, only those students with 60 earned hours or more and who have been accepted into a department will be considered upper-divisional students.

Entering students should understand that most courses may be waived or completed for credit by department examination. If the former is anticipated and consummated, Group requirements may be bridged into more advanced work at the discretion of the department.

While it may be possible under some circumstances to defer some group requirements past the freshman and sophomore years, the requirements of most majors make it mandatory that group requirements be completed as soon as possible, since the student, in consultation with his advisor, must select the prerequisite and requisite courses to support his intended major.

During the fourth semester a student will apply to a department for upper-divisional acceptance as a "major" in that department. It will be the student's responsibility to initiate this process, and acceptance will be the department's prerogative.

DIVISION OF ARTS AND SCIENCES

While traditionally the faculties in the liberal arts transmit the accumulated knowledge and history of our civilization to new generations, it also is the task of these faculties to prepare students to meet the challenge of an ever-changing world. In an age when Futurism is becoming a field of study, the Faculty of Arts and Sciences attempts to illustrate how we arrived at our current state, what is happening in the world of today and how it affects us, and possible directions our world might follow in the future.

In an era when a college education has been viewed as merely a stepping stone to a better economic future, the Faculty of Arts and Sciences attempts to temper excessive materialism and enrich the student through considered and contemplative evaluation of the nature of the human condition, our societies' organizations and structures, and the nature of the universe. The study of the Arts and Sciences should and must prepare a student to face the economic present and future with intellectual resources sufficient to meet the changing needs of society; it is the task of the Faculty to lead students into new areas and ideas and to develop with the student greater depth of knowledge and experience in the areas where the student shows interest or is already knowledgeable.

To achieve these ends and to respond to current and anticipated societal problems, the Faculty of Arts and Sciences constantly strives to introduce new programs, new courses, and new concepts into its offerings and to eliminate or modify those areas that seem irrelevant. At the same time, the Division continues to strengthen its offerings in the traditional disciplines of study.

The study of the liberal arts helps a student develop a facility for critical judgement, an ability to reason, an understanding of people, and a concern for the world and universe, while preparing the student for a viable career.

Major Areas of Study Currently, the Division of Arts and Sciences consists of thirteen academic departments, each of which offers at least one major program. The Departments are (additional degree programs are listed in parentheses)

Biological Sciences
(Medical Technology)
Chemistry
English
Foreign Languages (French, German, Spanish)
Geography and Regional Planning
Government and Politics
(Criminal Justice Administration)
History
Mathematics
Philosophy
Psychology (Human Relations)
Physics (Astronomy)
Sociology and Anthropology
(Social Welfare)
Speech Communications and Theatre

The Division of Arts and Sciences also offers the degree program, Bachelor of Arts: General Studies. No major is required for this degree (see below), thus allowing an interdisciplinary program. Students should consult their advisor, or the Office of the Dean.

In addition, the Division offers study in Economics, although a major program is not available.

While students do not officially become a major in a program until their junior year, any student interested in a specific program should consult with that Department as early as possible in order to determine appropriate course sequences.

Each Department has available descriptive brochures for the programs offered; prospective students should seek such information from the Departments or from the Office of the Dean of Arts and Sciences. As new programs are developed by the College and the Division of Arts and Sciences, they will be announced in appropriate publications. Students currently enrolled in Mansfield State College and prospective students are invited to discuss their interests and plans with the faculty and administration.

Program of Study Leading to the Bachelor of Arts Degree.

The program of study leading to a Bachelor of Arts degree consists of: (1) completion of those General Education courses in the Lower Division; (2) completion of the appropriate major program as specified by the Department concerned, with a maximum of 36 credit hours in upper division courses (courses numbered 300-400) in a single field of study; (3) completion of the balance of the necessary 128 hours required for graduation with elective courses; (4) a minimum acceptable grade average to be eligible for graduation (currently, 2.0); (5) payment or satisfactory adjustment of all college fees; and (6) recommendation by the Faculty, the Administration, and the Board of Trustees.

Each Department has available a description of the requirements for each of its major programs; students are encouraged to seek such information as early as possible.

Bachelor of Arts: General Studies.

The Bachelor of Arts: General Studies program requires that a student meet all the General Education requirements of Mansfield State College; maintain adequate academic standards and have the proper grade point average necessary for graduation; and obtain a minimum of 128 credits. No major concentration is required, but no student shall take more than 21 credits in any single field of study; credits beyond 21 shall require that the student declare a major in that Department, unless there are special circumstances. All academic rules and regulations of the College shall apply to students in the General Studies program except those pertaining to a major.

With the faculty advisor, the student should prepare a meaningful program. Students should take note that this degree program in General Studies does not necessarily prepare them for a specific career, although a well-designed sequence of courses can lead to such general fields as environmental concerns, area studies, and minority studies.

Career Opportunities for Arts and Sciences Graduates.

There is a wide variety of career opportunities open to the graduates of Arts and Sciences programs at Mansfield State College. While some of the undergraduate programs are noticeably pre-professional in that they prepare the student for direct entry into graduate study or a highly specialized career, there is enough flexibility in all the programs to allow the student to prepare for a less specialized career. Many graduates enter the fields of banking, government, general commerce, and industry; a carefully prepared undergraduate program may lead to work in journalism, public relations, environmental and planning agencies, or a variety of scientific fields. And of course law and medical schools actively seek students with broad backgrounds in the liberal arts.

Students are encouraged to seek further information from the academic departments and from the Career Counseling and Placement Service of the College.

Medical and Dental Schools.

Schools of medicine vary in their specific requirements for admission, as do schools of dentistry. The Association of American Medical Colleges has suggested certain minimal requirements for admission, as follows: (1) minimum of three years college/university experience, or the Baccalaureate degree; (2) Medical College Admission Test; (3) studies in biology, chemistry, humanities, mathematics, physics, social/behavioral sciences — the most common requisites being biology, English, and physics; (4) individual qualifications (college grades); and (5) recommendations from medical advisors, professors, etc.

The Office of the Dean of Arts and Sciences maintains an up-to-date file of information regarding admission to medical and dental schools, as does the Career Counseling and Placement Service. Students should become familiar with the specific requirements of those schools where they plan to seek admission. In some cases, students may be accepted after only three years in undergraduate school; Mansfield State College offers a Professional Option allowing students to obtain the B.A. degree after the first year of medical school; information may be obtained from the Office of the Dean.

Law Schools.

Schools of law rarely suggest a specific undergraduate major as a requirement for admission, but seek students with a broad background in the liberal arts. Successful applicants are normally those who demonstrate a marked ability to reason logically and to express themselves clearly and concisely. Students should arrange their pre-law program in order to develop such skills while broadening their knowledge.

The Dean of Arts and Sciences currently serves as advisor to those interested in law school, and maintains a file of information pertaining to admission to specific schools. A Professional Option is available which allows the student to enter law school after three years and to receive the B.A. degree after a year's study in law school; consult the Office of the Dean for further information.

Veterinary Medicine, Commonwealth of Pennsylvania

A candidate for admission to study in veterinary medicine in the Commonwealth of Pennsylvania shall present evidence of having

satisfactorily completed a minimum of two years of study in an approved college or university.

Minimum requirements for the two years of college study generally include: (1) six semester hours of English and three of the basic speech; (2) eight semester hours of physics, including laboratory work; (3) eight semester hours of biology or zoology; and (4) eight hours of chemistry with laboratory work. A balanced program including mathematics, social sciences and humanities (six semester hours each) is suggested.

Generally the foregoing requirements will cover most schools of Veterinary Science in the United States, but students should carefully review specific requirements for any particular professional school they have in mind.

Special Note.

Up to 15 credit hours may be earned as elective credits in courses offered in another Division of the College but not approved for Arts and Sciences credit.

DIVISION OF PROFESSIONAL STUDIES

More than one hundred years ago Mansfield was designated as a school to prepare teachers. Today, it has added new dimensions as a multi-purpose college. It offers to prospective teachers diversified and well-developed degree programs leading to certification in Art Education, Elementary Education, Home Economics Education, Library Education, Music Education, Public School Nursing, Secondary Education (academic areas) and Special Education for the Mentally Retarded.

A teacher education program consists of three elements which are integrated so that the student achieves a comprehensive preparation for the art of teaching. These elements are General Education, professional education, and specialization in the subject matter of the student's field.

Students in accredited community and junior colleges who wish to become teachers are welcome to apply to the college for admission to a teacher education program of their choice. Those students who entertain such hopes are urged to complete General Education requirements prior to arrival at Mansfield and to reserve the professional course work for completion at Mansfield.

Mansfield also offers graduate studies leading to the Masters Degree in Elementary Education, Music Education, English, History, Mathematics, and Special Education.

Major Areas of Study.

The Division of Professional Studies at Mansfield State College offers the following undergraduate curricula:

- Teacher Education
- Art Education
- Elementary Education
- Home Economics Education
- Library Science
- Music Education
- Public School Nursing
- Secondary Education (comprising majors in the academic subjects taught in secondary schools)
- Special Education for the Mentally Retarded

CERTIFICATION

In accordance with the Public School Code of 1949 Sections 1109, 1202 and 1209 every professional employee certified to serve in the schools of the Commonwealth of Pennsylvania shall (1) be of good moral character, (2) show a physician's certificate that applicant is neither mentally or physically disqualified from successful performance of the duties of a teacher, (3) be at least 18 years of age, (4)

be a citizen of the United States. (Citizenship may be waived in the case of a resident foreign national holding an immigrant visa who declares, in writing, to the Secretary of Education, his intention of becoming a citizen of the United States.)

Four basic types of certificates are issued in Pennsylvania: Instructional, Educational Specialist, Supervisory, Administrative. The Instructional and Educational Specialist Certificates are issued in two levels of qualifications, namely I, II. Level I certificates indicate the initial or provisional type certificate, and level II indicates a certificate of a permanent nature. Teachers receive Instructional Certificates. Details can be obtained by consulting State Certification Regulations.

An applicant for a certificate shall have completed, in addition to all legal requirements, a program of teacher education approved by the Secretary of Education, and shall have the recommendation of the preparing institution. Preparation in General Education, professional education, and specialization studies shall be in accordance with standards established by the Secretary of Education.

Instructional I Certification.
(Provisional Certification)

A student successfully completing a curriculum in teacher education qualifies upon endorsement by a designated college official for an Instructional I Certificate, which is issued upon the application to the Department of Education, Harrisburg, Pa. This certificate is valid for a period of three years of teaching and may be renewed for an additional three-year period upon the completion of twelve semester hours of post-baccalaureate or graduate study at a regionally accredited institution.

In the Elementary Field this certificate qualifies the holder to teach in the elementary schools of Pennsylvania.

In the Secondary Field the certificate entitles the holder to teach subject areas specified thereon in the secondary schools of Pennsylvania, grades seven and above.

In Music Education the certificate qualifies the holder to teach music in the elementary and secondary schools of Pennsylvania.

In Home Economics Education the certificate is valid for the teaching of home economics in all grades of the public schools of Pennsylvania.

In Art Education the certificate is valid to teach art in all the grades of the public schools of Pennsylvania.

In Library Education the certificate qualifies the holder as a school librarian for all grades of the public schools of Pennsylvania.

In Special Education for the Mentally Retarded the certificate qualifies the holder to teach the mentally retarded in all grades of the public schools of Pennsylvania.

Permanent Certification.

A Permanent Certificate (Instructional II) requires evidence of three years of successful teaching experience on an Instructional I Certificate and completion of twenty-four hours of post baccalaureate study. A detailed explanation of requirements may be noted by examination of the certification regulations of the State Board of Education of Pennsylvania.

Extension of Instructional Certificates.

An instructional certificate can be extended to include another field upon successful completion of a program of studies in the new field as prescribed by the college having such an approved program for certification. Endorsement by the proper college official of the application should result in the added certification.

Programs for Teachers in Service

Teaching Experience. Entrance and college credits based on teaching experience are not granted by the College. Credit will be granted for student teaching other than that done under the direction of the College only with special approval by the College.

Extension Courses. Extension courses provided by duly accredited colleges and universities will be accepted in teacher education programs from in-service teachers for no more than 25 per cent of the number of credits required for a degree. Detailed information on acceptable transfer credit may be obtained from the academic section of this catalog or from the Dean of Professional studies.

Correspondence Courses. The Pennsylvania Department of Education prohibits the offering of correspondence courses by State Colleges and also the acceptance of such courses for credit.

Maximum Semester Credit. Not more than six hours of credit may be taken in one semester by a regularly employed full-time teacher. Candidates for a degree or certification should have all courses approved by their advisor.

Student Teaching

Student teaching is considered to be one of the most important phases of the professional preparation of a teacher. At Mansfield this experience includes a full-time assignment for one semester and takes place in the student's senior year. Student teaching is conducted under the guidance of master teachers in elementary and secondary schools of the area and college field supervisors. Observing desirable professional attributes, various legal concerns, pupil records, extra-class responsibilities, classroom techniques, as well as community relationships, are included in this experience. All student teachers follow a calendar established by the College for student teaching.

Assignments to student teaching are made by the Director of Student Teaching upon the recommendation of the Departmental Chairman and approval of the Dean of Professional Studies. No student is eligible for a final assignment until he has reached senior level status, has achieved an overall 2.00 quality point average, has obtained a 2.0 average in his area of specialization, and has completed the normal prerequisites established by his college department, and has the approval of his departmental chairman.

Credit for student teaching will not normally be granted for prior teaching experience in the various degree programs. Students should consult their departmental chairman or the Director of Student Teaching concerning the questions related to student teaching.

EXPLANATION OF COURSE DESCRIPTIONS

Department
Course Number
Course Title
Credit Hours
Lecture Hours
Recitation Hours
Lab. Hours
Semester Offered

Psy. 360 Abnormal Psychology 3 (2 - 1 - 0) Fall and Spring *

Survey of psychopathology with emphasis on psychological theory and research, specifically with respect to (1) the difficulties in differentiating between normality and abnormality, (2) delineating the causes of emotional disturbances. Actual experience with the manifestations of psychopathology through case histories, literature and tapes.

Prerequisites: Psy. 100 and 210.

Course description

Requirements which must be met by the student before being admitted to the course.

* An asterisk used here would signify courses which are offered irregularly, infrequently or when staff is available.

anthropology

(See Sociology and Anthropology)

art

The Art Education Curriculum is offered through the Division of Professional Studies. Upon satisfactory completion, the degree of Bachelor of Science in Art Education is awarded, qualifying the graduate to teach art in the elementary and secondary schools. The curriculum in Art Education is structured to guide prospective teachers to meet the challenge of accomplishment and understanding in General Education, to develop their abilities by providing studio experiences in the areas of drawing, painting, sculpture, graphic arts, ceramics and applied design and to provide a rich background in aesthetics, theory and criticism. Courses in psychology and philosophy of art education, observation, participation and student teaching are the culminating areas of the total art education program.

The program contains the elements of a firm basis for the professional artist. With additional training and experience Art Education Students may enter careers such as: Art Therapy, Art for the mentally and physically handicapped, museum employment (curator or docent) and various commercial art opportunities.

The Art Department reserves the right to use selected student work submitted for course requirements for exhibition, publicity and teaching aid purposes.

Of the sixty hours required in General Education, the following courses should be taken in the freshman year; Art 102 Survey of Art, and Psych. 100 General Psychology. In the sophomore year, six credits each will be taken in the sciences, social sciences, and humanities.

In the areas of specialization of the thirty-nine required credits, the following three-credit-hour courses will be taken during the first two years: Art 201 Painting I, Art 210 Drawing I, Art 231 Graphics I, Art 241 Color and Design, Art 251 Jewelry I, Art 261 Water-

base Media I, Art 271 Ceramics I, Art 281 Sculpture I and Art 295 Plastic and Tactile Crafts.

Twelve semester hours will be elected from the following courses in the junior and senior years: Art 302 Advanced Painting, Art 211 Advanced Drawing, Art 332 Advanced Graphics, Art 342 Advertising, Design and Lettering, Art 352 Advanced Jewelry, Art 362 Advanced Waterbase Media, Art 372 Advanced Ceramics, Art 382 Advanced Sculpture, Art 395 Stage Arts, Art 398 Interior Design, Art 403 Independent Study, Ed. 420 Photography, Art 345 Design Techniques, Art 404 Special Problems in Art, Art 445 Advanced Textile Design.

Art 325 History of Modern Art will be required in the junior year, and six hours of art history electives will be taken from the following: Art 320 Primitive Art, Art 321 Ancient and Medieval Art, Art 325 Art of the Renaissance, Art 326 Oriental Art, Art 327 History of Prints or Art 328 History of Architecture.

In the Professional Education area, Art 222 History and Philosophy of Education and Art Education will be required in the freshman year. Art 290 Art in Elementary Education will be taken in the sophomore year.

During the junior year Art 292 Art in Secondary Education will be taken, as well as Ed. 230 Educational Psychology. These classes are the prerequisites for Art 294 Curriculum Development in Art Education taken either during the junior or senior year. Ed. 302 Audiovisual Communication and Ed. 400 Student Teaching complete the Professional Education requirements.

Art is a specialized unit of study. It covers General Education, Art Education and Fine Arts, each of which is a specific area of study. Due to these component factors in the educational process, the junior college student is expected to meet the specialized needs of the department.

If the student's art experience is limited, the transfer student is expected to make up any required work. Such matters would be up to the judgment of the Chairman of the Art Department.

Candidates for admission to the Art curriculum (in addition to the general requirements set by the Office of Admissions) will be required to meet with the members of the Art Department staff for a personal interview. Please note that an applicant may be invited for the art interview AFTER the personnel form and high school record form provided by the College have been returned. A portfolio of art work that best represents the student's proficiency in art experiences in various materials and techniques will also be studied.

The student's efforts for the portfolio should be directed towards completing the following:

1. still life drawing in any media
2. figure study; a composition containing two or more figures in one or more media
3. two examples in the field of design relationships, color and lettering
4. in addition to the above, a minimum of six pieces of work, of the student's choice, will be required.

All examples must be presented flat, matted, in sizes not to exceed 22" x 28". Copies from photographs of other artists will not be accepted. Photographs of sculptural work executed by the student will be acceptable.

COURSE OFFERINGS IN ART

ART 101 INTRODUCTION TO ART 3 (3-0-0)
Fall and Spring

A study of representative works of art through the ages for both increased aesthetic perception and deepened awareness of universal human experience.

ART 102 SURVEY OF ART 3 (3-0-0)
Fall

An intercultural and interdisciplinary approach to the dominant movements and ideas as they evolved in the visual arts from the first evidence of western man's origin to the twentieth-century.

ART 201 PAINTING I 3 (1-0-5)
Fall and Spring

Introduction to the methods, techniques and approaches of the painter. An emphasis is placed on composition, application and involvement in creative self-expression. Stress is placed upon the understanding and use of the media for solving various problems of representation.

ART 210 DRAWING I 3 (1-0-5)
Fall and Spring

Drawing is stressed to build those skills and attitudes for the remainder of the program. It is an introduction to the two and three-dimensional aspects of drawing. The course will stimulate creative thinking, develop a sensitivity to the art elements and sharpen impressions in the visual memory.

ART 222 HISTORY AND PHILOSOPHY OF EDUCATION AND ART EDUCATION 3 (3-0-0)
Spring

The purpose of this course is to acquaint the student with social, historical and philosophical development in education and art education specifically.

ART 231 GRAPHICS I 3 (1-0-5)
Fall and Spring

An introduction to the print-making processes of linocut, woodcut, lithography, serigraphy, etching, intaglio and drypoint with emphasis on their use for creative expression.

ART 241 COLOR AND DESIGN 3 (1-0-5)
Fall

An introductory course in design for all art majors. Stress is placed on the creative use of colors and basic elements of design emphasizing their function and relationships through discussion and assigned problems. Introduction to types of harmony, sequence and balance while applying methods of design and representation through the use of various media.

ART 251 JEWELRY 1 3 (1-0-5)
Fall and Spring

A study of two and three dimensional design concepts, with emphasis on individualized solutions in the medium of metal. Both precious and common materials will be used. Traditional techniques of jewelry making will be explored.

ART 261 WATER BASE MEDIA I 3 (1-0-5)
Fall and Spring

An investigation into the waterbase media; transparent watercolor, gouache, acrylic polymer.

ART 271 CERAMICS I 3 (1-0-5)
Fall and Spring

Study of hand and wheel methods of forming. Introduction to the principles of glaze formulation; kiln stacking and firing.

ART 281 SCULPTURE I 3 (1-0-5)
Fall and Spring

An exploration of three dimensional design as related to sculpture. Basic techniques

of stone and wood carving will be explored in addition to various methods of material build ups (wood, plaster, plexiglass, metal, etc.).

ART 290 ART EDUCATION IN ELEMENTARY TEACHING 3 (2-0-4)
Fall and Spring

A pre-student teaching experience in which each student prepares lessons and teaches children in the pre-school age through the fifth and sixth grades. The course not only involves the science of teaching but also the organization of a program in Elementary Art. Other activities include field trips, observations and participation in nearby public schools. The program takes place on Saturday morning.

ART 292 ART IN THE SECONDARY SCHOOL 3 (4-0-6)
Fall and Spring

A practical introduction to Secondary School methods. Emphasis for the course evolves from practical daily classroom participation. It is through this practical experience that the college student is introduced to classroom procedures, class and lesson organization, school organization, problems in developing learning units, co-curricular activities, team teaching, structured and unstructured approaches, introduction to use and care of supplies and materials, and those problems concerning the art teacher in the total school situation. Prerequisite: Art 290

ART 294 CURRICULUM DEVELOPMENT IN ART EDUCATION 2 (2-0-0)
Fall and Spring

An investigation of the concepts, attitudes, and values of art theory and practice as related to curriculum; a study of classroom problems and procedures in various teaching situations.

ART 295 PLASTIC AND TACTILE CRAFTS 3 (3-0-0) Spring

The purpose of the course is to have the student become more receptive to the three-dimensional media and materials.

ART 300 VISUAL STUDIES IN AESTHETIC EXPERIENCES 3 (3-0-0)
Fall and Spring

Philosophic theories of art, aesthetic experience, principles and criticism in the nature and comprehension of the character of art; the artist and relationship to life. To be taken during the junior or senior year only.

ART 302 ADVANCED PAINTING
1-6 Credits Fall and Spring

A course for the student who wishes to advance and mature those skills and powers of expression developed in the first level studio course, with emphasis on the development of personal techniques and styles and/or exploration into traditional and experimental media. The student may elect the number of semester hours for which he wishes to work, with specific requirements developed in coordination with the instructor. The course may be repeated any number of times, not exceeding a total of six (6) semester hours.

ART 311 ADVANCED DRAWING
1-6 Credits Fall and Spring

A course for the student who wishes to work, with specific requirements developed in coordination with the instructor. The course may be repeated any number of times, not exceeding a total of six (6) semester hours.

ART 320 PRIMITIVE ART 3 (3-0-0)

The study of prehistoric and primitive art from the Paleolithic Period: Africa, Mexico, Europe, the Americas, Asia, Australia and the South Seas.

ART 321 ANCIENT AND MEDIEVAL ART
3 (3-0-0) Alternate Years

A comprehensive study of architecture, sculpture, painting and minor arts from the prehistoric through the Gothic period; emphasis on aesthetic values and historical implications, iconographic and symbolic significances.

ART 322 ART OF THE RENAISSANCE
3 (3-0-0) Alternate Years

A comprehensive study of architecture, sculpture, painting in Italy, Flanders, Holland, Germany, England, France and Spain, with emphasis on the general characteristics of the Renaissance. Prerequisite: Art 101 or 102.

ART 325 HISTORY OF MODERN ART
3 (3-0-0) Fall and Spring

A comprehensive study of the development of modern art from nineteenth century neo-classicism through contemporary movements. Prerequisite: Art 101 or 102.

ART 326 ORIENTAL ART 3 (3-0-0)

A study of art in India, China and Japan, in the areas of painting, sculpture, architecture, pottery and the minor arts. Prerequisite: Art 101 or 102.

ART 327 HISTORY OF PRINTS 3 (3-0-0)

The study of the history of printmaking and the significant influences of the Eastern and Western cultures on the graphic processes. Prerequisite: Art 101 or 102.

ART 328 HISTORY OF ARCHITECTURE
3 (3-0-0)

A study of architecture, styles and methods of construction, from the earliest civilization to the present. Prerequisite: Art 101 or 102.

ART 332 ADVANCED GRAPHICS
1-6 Credits Fall and Spring

Advanced problems in the various printmaking processes, linocut, woodcut, lithography, serigraphy, etching, intaglio and drypoint. The student may select the number of semester hours for which he wishes to work, with specific requirements developed in coordination with the instructor. The course may be repeated any number of times, not exceeding a total of six (6) semester hours.

ART 342 ADVERTISING, DESIGN AND LETTERING 3 (1-0-5)

An elective course that provides the student with a basic introduction to many of the aspects of designing for the commercial world. Introductions to the psychological, social, technical, economic and cultural aspects are presented through films, seminars, field trips, disussions, and the actual experience of creating advertisements.

ART 343 ARTS AND CRAFTS IN THE SPECIAL EDUCATION CURRICULUM I 3 (1-0-3) Fall and Spring

Creative work in a variety of activities with arts and crafts materials with particular emphasis on the needs of special education classes. Required of students concentrating in the area of special education.

ART 344 ARTS AND CRAFTS IN THE SPECIAL EDUCATION CURRICULUM II 3 (1-0-3) Fall and Spring

Continuation of Art 343.

ART 345 DESIGN TECHNIQUES 3 (1-0-4)
Fall and Spring

The creative application of the principles and elements of design and color theory as applied to fibers and fabrics. This includes creative designing of wall hangings, creative weaving, Batik dying and stitchery.

ART 352 ADVANCED JEWELRY 1-6 Credits Fall and Spring

An advanced study of traditional metal techniques with emphasis on metal smithing, and gem setting. A continued study of lost wax processes, exploring various mold materials and methods of casting. The student may elect the number of semester hours for which he wishes to work, with specific requirements developed in coordination with the instructor. The course may be repeated any number of times, not exceeding a total of six (6) semester hours.

ART 362 ADVANCED WATER BASE MEDIA 1-6 Credits Fall and Spring

An opportunity for a student to pursue wider directions in water color and acrylic painting. The course is flexible enough in structure to provide students with opportunities to seek in depth solutions to personal goals. Students may opt for any number of credits not exceeding the total of six. The course may be taken several times.

ART 372 ADVANCED CERAMICS 1-6 Credits Fall and Spring

Advanced studies and individual projects in techniques studied in Art 271, with emphasis on developing a personal style. Intensive work in throwing on the wheel, hand building, development of stoneware bodies. Glaze calculation and practical modification. Kiln stacking and firing.

ART 382 ADVANCED SCULPTURE 1-6 Credits Fall and Spring

A continuation of Sculpture I with emphasis on personal growth and development in specific sculptural media, or experimental media. The student may elect the number of semester hours for which he wishes to work, with specific requirements developed in coordination with the instructor. The course may be repeated any number of times, not exceeding a total of six (6) semester hours.

ART 392 INTERIOR DESIGN 2 (1-0-3)

Interior design in planning, selection and production as applied to the home and its furnishings. This course will deal with the "furnishing" of space for living. This furnishing should meet the human needs for which it was designed.

EL. ED. 392 TEACHING ART IN THE ELEMENTARY GRADES 3 (2-0-2) Fall and Spring

The philosophy and principles of art education in the Elementary curriculum; experience in the development of self-expression through a variety of media and activities as the basis for understanding and evaluating children's work. Required of all Elementary majors.

ART 395 STAGE ARTS 2 (1-0-3)

A practical introduction to stage design that can be applied to productions on all levels of the public school system. Elements of design are analyzed in terms of their application to concepts of action, objectives, and quality. Designs are developed in two and three dimensions to resolve the visual image of a given play. Conventional drawings for the theatre (including floor plans, elevation plans, light plot, layout and costume drawings) complete the scenic study.

ART 401 CULTURAL ORIGINS OF THE WEST 6 Credits Summer

A travel-study seminar abroad visiting countries in Western Europe. The course is planned as one of intensive study of the humanities as they originated in that part of the Western World from which our culture springs. Lectures are conducted throughout the tour by the director, a term paper is prepared by

the participants. A General Education elective applicable to all curricula.

ART 403 INDEPENDENT STUDY 1-6 Credits

The opportunity is given to the art education major to pursue in depth and interest in a studio area under the guidance and supervision of an instructor with periodic conferences and evaluations of accomplishments and progress.

ART 404 SPECIAL PROBLEMS IN ART 1-6 Credits

This course is offered to those persons interested in extending their scope or gaining depth in specific academic areas related to art and/or education. This course provides an opening or situation whereby a student can fulfill his needs by working with a faculty member who has agreed to advise and direct the student in his efforts. Since this is a mutual agreement between the faculty member and the student, and since the needs and conditions change with each student, the requirements and restrictions are determined by the persons concerned.

ART 445 ADVANCED TEXTILE DESIGN 1-6 Credits

The course is designed to allow students to develop skills learned in beginning textile courses, either by specializing or learning new techniques. Techniques covered may include weaving (tapestry, pattern, primitive loom), hooking, knotting, crochet, knitting, stitchery, macrame, batik, tie dye, block printing, silk screen, dye painting, ikat, combination techniques.

The B.A. degree in biology primarily prepares the student for graduate school in biological areas including dentistry, veterinary science and medicine. The biology department will accept advanced placement status for credit toward a degree.

In the lower division the student should include the following: Biology 111, 112; Chem. 111, 112, 211, 212; Math. 112, 113; Physics 188, 211.

In the upper division the student is expected to take nine biology electives and Biology 404.

For the B.S. degree in biology the following departmentally required courses in General Education should be completed: Biology 111, 112; Chem. 111, 112, 211 and 212; Math 112, 113; Physics 188, 211.

Upper-division courses required for the B.S. in secondary education biology include the following: ten credits of Biology electives chosen under departmental advisement and Ed. 300.

Students who have taken Bio. 101-102 and subsequently choose biology as a major are responsible for the material given in Bio. 111 and 112 and will be expected to audit those sections of that course with which they are unfamiliar.

MEDICAL TECHNOLOGY MAJOR

Capable and qualified students interested in a paramedical profession have the opportunity to pursue studies in preparation for a career in Medical Technology. Under this program the student completes three years of pre-professional study at Mansfield State College and one year of professional study at an approved hospital School of Medical Technology.

Under advisement the student earns a minimum of 96 credits during the three years at the college. Of this number, 17 hours are required in Biology, 20 hours in Chemistry, 9 hours in Mathematics, and 4 hours in Physics.

When the student has successfully met all General Education and pre-professional requirements at the College, he (she) is eligible to apply as a candidate for admission to the professional or clinical year of study (50 weeks) at an approved hospital School of Medical Technology. Upon acceptance by the hospital, the student then completes the fourth year of training which includes studies in Microbiology, Chemistry, Clinical Microscopy, Hematology, Serology and Blood Bank, and Histologic Technique for a total of 32 semester hours.

When all phases of the program are completed (3 years of pre-professional and 1 year of professional study) the student is awarded the degree Bachelor of Science — Medical Technology by Mansfield State College. Furthermore, the student is now eligible and is expected to take the examination for registration given by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists. Successful performance on the registry examination entitles the graduate to use the designation MT (ASCP) after his (her) name.

COURSE OFFERINGS IN BIOLOGY

BIO. 101 MAN AND THE BIOLOGICAL WORLD 4 (3-0-2) Fall and Spring

An introduction to biological processes; study and discussion of these processes together with ecological aspects of life. The laboratory stresses demonstration and analysis of biological processes.

BIO. 102 CONTEMPORARY BIOLOGICAL PROBLEMS 3 (3-0-0) Fall and Spring

There is no fixed syllabus. Topics are current and usually changed for each semester. Guest lecturers will be given time to present their specialties. Prerequisite: Bio. 101.

BIO. 111 PRINCIPLES OF BIOLOGY I 4 (3-0-3) Fall and Spring

A survey of classical and modern theories in biology, emphasizing molecular and cellular aspects. The laboratory emphasizes the experimental approach to molecular and cellular biology.

BIO. 112 PRINCIPLES OF BIOLOGY II 4 (3-0-3) Fall and Spring

A survey of classical and modern theories in biology, emphasizing the organism and the population as levels of organization. The laboratory emphasizes physiological and ecological interpretation. A continuation of Bio. 111. Prerequisite. Bio. 111.

BIO. 210 INVERTEBRATE ZOOLOGY 4 (3-0-3) Fall or Spring

Anatomy, physiology and taxonomy of the invertebrates, with emphasis on ecological relationships and some attention to embryology and genetics. Prerequisites: Bio. 101 and 102, or 111 and 112.

BIO. 220 BOTANY 4 (3-0-2) Spring

Study of plant development, growth, diversity, and evolution. Prerequisite: Bio. 101 or 111.

BIO. 260 FIELD METHODS IN ENVIRONMENTAL BIOLOGY 3 (0-2-12) Summer only

A study of the field methods employed in measuring the biological qualities of the environment. Techniques applicable to surveys

of the major aquatic and terrestrial habitats are taught through field experience. Analysis of data obtained and consideration of its significance is an integral part of the course. Prerequisites: Bio. 101 or equivalent; Bio. 310 recommended.

Bio. 275 BIOLOGICAL LABORATORY TECHNIQUES FOR ELEMENTARY SCIENCE 2 (0-0-2)
Fall and Spring

Provides for the development in the basic manipulative skills needed for the competency in handling laboratory equipment. The course is "laboratory centered" and stresses good laboratory techniques for the teaching of the biological aspects of the elementary science program. Prerequisite: Bio. 101.

BIO. 302 FIELD ZOOLOGY 3 (2-0-3)
Summer only

Taxonomy of local fauna; field collections and laboratory studies. Prerequisites: Bio. 101 and 102 or Bio. 111 and 112 or Bio. 210.

BIO. 303 LOCAL FLORA 3 (1-0-4)
Summer

Taxonomic study of local flowering and non-flowering plants. Prerequisites: Bio. 111-112 or Bio. 220.

BIO. 305 THE EVOLUTION AND CLASSIFICATION OF PLANTS 3 (2-0-2) Fall or Spring

Systematic study of plants based on the data available chiefly from morphology, anatomy, cytology, genetics, paleobotany and geobotany. Emphasis is placed on modern principles of plant taxonomy. Practical identification of representatives of the major groups of plants is included. Prerequisites: Bio. 111-112 or Bio. 220.

BIO. 310 ECOLOGY 3 (2-0-2) Fall

A study of the fundamental ecological principles manifested in the mutual relationships of plants and animals in their environment. Prerequisites: Bio. 111, 112 or permission of instructor.

BIO. 312 POPULATION BIOLOGY AND EVOLUTION 3 (2-0-2)
Spring, alternate years

A study of the principles of population biology and the evolutionary process. The interactions of genetics and ecology which produce natural selection are emphasized in the lectures. The laboratory emphasizes experimental support for the theories presented. Prerequisites: Bio. 111 and 112 or equivalent; Bio. 310 and 340 are recommended.

BIO. 320 ORNITHOLOGY 3 (2-0-3)
Spring

The biology of birds with emphasis on structure, behavior and taxonomy. Field trips for the study of local birds. Prerequisites: Bio. 111 and 112 or 210.

BIO. 325 ENTOMOLOGY 3 (2-0-2)
Fall, alternate years

Survey of the classification, structure, physiology, biology and economic importance of insects. An introduction to the study of insects as a major segment of the biological community. Laboratory exercises on the anatomy and practice in the techniques of insect identification. Prerequisite: Bio. 210.

BIO. 330 PLANT PHYSIOLOGY 3 (2-0-2)
Fall, alternate years

A course designed to develop an understanding of the chemical and physical processes occurring in plants including respiration, photosynthesis, harmonal activity, osmosis,

transpiration, mineral absorption and translocation. The laboratory work will involve analysis of these functions. Prerequisites: Bio. 111, 112 and 220.

BIO. 331 VERTEBRATE ANATOMY 3 (2-0-4) Fall

A history of vertebrates and a study of comparative systems through the major vertebrate groups correlating their historical development. Prerequisites: Bio. 111 or Bio. 101.

BIO. 332 PHYSIOLOGY 3 (2-0-2) Spring

A systematic study of the life processes and functions of the animal body with particular emphasis on the mammalian vertebrate. Prerequisites: Bio. 111 or Bio. 101.

BIO. 340 GENETICS 3 (2-0-3) Spring or Fall

An introductory course with emphasis on the basic principles and concepts of genetics concerning chromosomes, DNA, RNA, linkage, etc. An initial discussion will cover classical genetics followed by an in-depth study of biochemical genetics. The laboratory section of this course will be used to demonstrate the aforementioned principles and concepts as well as acquaint the student with some of the organisms used in genetic research. Prerequisites: Bio. 111 and 112 or permission of instructor.

BIO. 345 EMBRYOLOGY 3 (2-0-3) Fall

Study of the origin and development of animals with special emphasis on the frog, chick and mammal. Laboratory study of embryological slides. Prerequisites: Bio. 111 and 112.

BIO. 351 ANIMAL HISTOLOGY AND BASIC MICROTECHNIQUES 3 (2-0-2) Alternate Springs

A systematic study of the microanatomy of the vertebrate body starting with cells and tissues and working through the complete organ systems. Prerequisites: Bio. 111 or Bio. 101.

BIO. 355 MICROBIOLOGY 3 (2-0-3) Fall

An introductory course with an emphasis on the basic principles and concepts of microbiology concerning anatomy, classification, physiology and practical uses of micro-organisms. The laboratory section of this course will be used to demonstrate the aforementioned principles and concepts as well as help the student develop aseptic technique. Prerequisites: Bio. 111 and 112 or permission of instructor.

BIO. 360 ICHTHYOLOGY 3 (2-0-3) Fall, alternate years

A field and laboratory study of the fish inhabiting the streams and rivers of this area constitutes the major portion of this course. Collection, measurement and identification of species are done by the student. Chemical data as related to fish populations, management and meristic characters will be collected and analyzed. Prerequisites: Bio. 210, 302, 310, 331.

BIO. 362 LIMNOLOGY 3 (2-0-3) Fall, alternate years

This course deals with basic concepts in the study of inland waters. Focus on biological, chemical, physical and geological factors which determine biological productivity in natural waters. Prerequisites: Bio. 102 or 112 or permission of instructor.

BIO. 375 PLANT MORPHOLOGY 3 (2-0-2) Fall, alternate years

Comparative study of vegetation and reproductive structures of the principal plant groups with an aim of understanding their possible relationships. Prerequisites: Bio. 111-112 or Bio. 220.

BIO. 380 MYCOLOGY 3 (2-0-2)
Fall or Spring

A study of fungi with emphasis on the comparative morphology and on the relation of fungi to humans. Identification of local fungi is included. Prerequisites: Bio. 111-112 or Bio. 220.

BIO. 385 HERPETOLOGY 3 (2-0-3)
Summer only

The biology of amphibians and reptiles with special emphasis on evolution and adaptation. Laboratory studies will stress structure, adaptation, and speciation. Field studies will illustrate life history and ecology. Prerequisites: Bio. 111, 112, or 101-102.

BIO. 404 BIOLOGY SEMINAR 1 (0-1-0)
Fall and Spring

Study and research projects involving investigation of recent literature in the field of biology; preparation of seminar papers on assigned problems. Senior biology majors only. May be taken two semesters.

BIO. 405 SPECIAL PROBLEMS IN BIOLOGY
Credit arranged Fall and Spring

Study projects under direct supervision of instructor; library, field and laboratory research on selected problems. Prerequisite: permission of department.

BIO. 444 MOLECULAR BIOLOGY 3 (2-0-2)
Fall, Alternate years

An examination of the principles and techniques underlying the chemical and physical aspects of living systems. A study of the structure and activities of biological molecules which, properly integrated, constitute all forms of life. The laboratories will demonstrate techniques of the activities, separation and analysis of these molecular forms.

The Chemistry Department offers both the B.S. degree for teacher certification and the B.A. degree for the professional chemist.

The B.A. program provides the necessary qualifications for a professional chemist and/or further graduate programs leading to the M.S. ond Ph.D. degrees. The B.A. program also provides sound and adequate preparation for areas such as medicine, dentistry, optometry, patent law and other professions. The program is structured to meet the minimum standards as outlined by The American Chemical Society.

The B.S. program is designed for those students planning to become teachers at the secondary education level. The teacher training portion of the B.S. program is supervised by the Department of Secondary Education.

All prospective chemistry majors should have, or obtain during the first semester, the equivalent of high school algebra and trigonometry.

Both degree programs include the following courses: Chem. 111, 112; Chem. 211, 212; Chem. 311; Chem. 321, 322; Chem. 332 and Chem. 410 (two semesters); Math. 112, 113, 212 plus Math. 102 or a mathematics elective; Physics 188 and 211.

Additional courses in the upper divisional level required for the B.A. degree are: Chem. 420 and Chem. 431 plus two electives in chemistry exclusive of Chem. 490 plus electives in related fields.

One upper level elective is also required in the B.S. program.

COURSE OFFERINGS IN CHEMISTRY

CHEM. 101 INTRODUCTORY CHEMISTRY
4 (3-1-2) Fall and Summer

A treatment of fundamental principles for non-science majors such as Home Economic students. Not open to science majors. Staff: Sidler, Powell, Schmid, Hartman.

CHEM. 102 ORGANIC AND BIOCHEMISTRY
4 (3-1-2) Spring and Summer

Principles of organic and biochemistry which are important and useful to non-science majors. Not open to science majors. Prerequisite: Chem. 101. Staff: Sidler, Powell, Hartman.

CHEM. 103 ENVIRONMENTAL CHEMISTRY
3 (3-0-0) Fall, Spring and Summer

A non-laboratory course for non-science majors which deals with the chemical aspects of pollution, resource depletion, energy sources, drugs, chemical additives, etc. Staff: Sidler and Schmid.

CHEM. 111 GENERAL CHEMISTRY I
4 (3-0-3) Fall and Summer

Designed for science majors, this course is a study of the fundamental principles of chemistry from the standpoint of stoichiometry, gases, states of matter, solutions and equilibrium theory. Laboratory sessions stress chemical principles discussed in the lecture. Staff: George.

CHEM. 112 GENERAL CHEMISTRY II
4 (3-0-3) Spring

A continuation of Chem. 111, Kinetics, thermodynamics, oxidation-reduction, atomic and molecular structure, bonding and periodic relationships are studied. The laboratory work is an introduction to inorganic qualitative analysis and includes experiments designed to exemplify chemical principles. Prerequisite: Chem. 111. Staff: George.

CHEM. 211 ORGANIC CHEMISTRY I
4 (3-0-4) Fall

Fundamentals of organic chemistry are presented. Modern theory, reaction mechanisms and stereochemistry are included along with nomenclature, preparations, reactions and properties of organic compounds. The laboratory stresses synthesis, chemical and physical properties and an introduction to instrumental technique. Prerequisite: Chem. 112. Staff: Sidler and Hartman.

CHEM. 212 ORGANIC CHEMISTRY II
4 (3-0-4) Spring

A continuation of Chem. 211. Prerequisite: Chem. 211. Staff: Sidler and Hartman.

CHEM. 311 QUANTITATIVE ANALYSIS
4 (3-0-4) Fall

An introductory course in analytical chemistry emphasizing classical titrimetric and gravimetric methods and related theories. Prerequisite: Chem. 112. Staff: Powell.

CHEM. 321 PHYSICAL CHEMISTRY I
4 (3-0-4) Fall

A study of the fundamental principles of thermodynamics of gasses and non-electrolytes. Topics include: kinetic theory, gases, thermodynamic laws, chemical equilibrium, liquids, phase equilibria and non-electrolyte solutions. Prerequisites: Chem. 212, Math. 211, Physics 188 and 211. Corequisite: Chem. 311. Staff: Schmid and Powell.

CHEM. 322 PHYSICAL CHEMISTRY II
4 (3-0-4) Spring

A continuation of Chem. 321. Topics include: thermodynamics of electrolytes, atomic and molecular structure and chemical kinetics. Prerequisite: Chem. 321. Staff: Schmid and Powell.

CHEM. 332 INSTRUMENTAL ANALYSIS
3 (2-0-3) Spring

Principles and applications of instrumental methods in chemical and structural analysis. Studies include electroanalytical, spectrophotometric and chromatographic techniques. Prerequisites: Chem. 311, 321. Staff: George and Powell.

CHEM. 341 BIOCHEMISTRY 4 (3-0-3) Fall

A study of carbohydrates, lipids, proteins, enzymes, nucleic acids, vitamins and hormones in terms of structure, function and synthesis in living systems. The laboratory includes the isolation, identification and chemical behavior of biochemically important molecules. Prerequisites: Chem. 212 or consent of instructor. Staff: Sidler.

CHEM. 342 PHYSICAL CHEMISTRY FOR THE LIFE SCIENCES 4 (3-0-2)
Spring, even numbered years

A one semester course in physical chemistry emphasizing subjects bearing on the life sciences. Topics include buffers, bioenergetics, kinetics of enzyme reactions, colloidal and large particle systems, membrane phenomena, nuclear chemistry and elementary treatments of traditional subjects in physical chemistry. Prerequisites: Chem. 212, Physics 211. Staff: Powell.

CHEM. 352 RADIOCHEMISTRY 3 (2-0-3)
Spring, odd numbered years

Study of radioisotope methodology. A laboratory oriented course familiarizing the student with radiation detection and applications in natural science problems. The course is of practical value to the B.S. and B.A. science major. Prerequisite: Junior or Senior science majors or permission of the instructor. Staff: Schmid.

CHEM. 410 CHEMISTRY SEMINAR
1 (1-0-0) Fall and Spring

Reports emphasizing chemical literature searches and/or current research. Prerequisite: Upper division chemistry majors. Staff: All faculty.

CHEM. 420 QUALITATIVE ORGANIC CHEMISTRY 3 (2-0-4)
Fall or Spring

The identification of organic compounds by various classical and instrumental techniques. Prerequisite: Chem. 212. Staff: Hartman and Sidler.

CHEM. 421 SELECTED TOPICS IN ORGANIC CHEMISTRY 3 (3-0-0)
Spring, even numbered years

An advanced lecture course designed to deepen and expand knowledge in the field. Topics such as reactions, mechanisms, reactive intermediates, photochemistry, kinetics, stereochemistry, natural products and spectroscopy may be stressed. Prerequisite: Chem. 212. Staff: Sidler.

CHEM. 431 ADVANCED INORGANIC CHEMISTRY 4 (3-0-4)
Fall or Spring

A presentation of atomic structure and periodic properties. In addition to other topics, valence bond, molecular orbital, crystal field and ligand field theories are treated in detail. Laboratory preparations of representative compounds are included. Prerequisite: Chem. 322. Staff: George.

CHEM 432 STRUCTURAL CHEMISTRY 3 (3-0-0)
Spring, odd numbered years

Modern methods of structure determination of inorganic and organic compounds. X-Ray diffraction, ultra-violet and infrared absorption spectra, mass spectrometry, and nuclear magnetic resonance spectroscopy is discussed in detail. Corequisite: Chem. 332. Staff: Powell.

CHEM. 490 PROBLEMS IN CHEMISTRY
1-3 Credits, 2 hours lab per week per hour of credit

Study projects under the direct supervision of an instructor. Library and laboratory research in selected problems. Prerequisite: Consent of instructor. Staff: All department faculty.

computer and information sciences

For information on courses and programs available in the area of Computer and Information Sciences, contact the Office of Academic Affairs.

COURSE OFFERINGS IN COMPUTER AND INFORMATION SCIENCES

CIS 100 MANAGEMENT AND ORGANIZATION 3 (3-0-0) Fall

Designed to acquaint the student with the functions and internal structure of modern business organizations as well as various techniques and systems employed by management in pursuit of desired organizational objectives.

CIS 101 COMPUTERS IN SOCIETY 3 (3-0-0) Fall and Spring

An introduction to computing, designed to acquaint the student with the broad impact of computers on modern society, and to provide a basic understanding of how to program and use them. Particular attention will be paid to the extension of concepts and capabilities made possible by the advent of computers. Through the use of the computer in a variety of applications drawn from the social sciences and humanities, as well as from the natural sciences, it is stressed that the computer is not primarily a numerical calculator but a general symbol processor.

CIS 105 PROGRAMMING AND INFORMATION PROCESSING 3 (3-0-0) Spring

Topics to be covered will be definition of the problem, problem analysis, programming analysis — to include flowcharting and decision tables, program preparation, optimization — using the Common Business Oriented Language (COBOL), program operation and maintenance, and documentation. Examples of problems and programming solutions will be used throughout the course. The student will be expected to write and execute his own programs on the computer.

CIS 110 INTRODUCTION TO ACCOUNTING 3 (3-0-0) Spring

An introductory course in accounting that will develop a basic understanding of debits and credits, accounts receivable, accounts payable, current assets, liabilities, and capital accounts, balance sheets and profit and loss statements. Also included will be an introduction to the preparation of federal income tax returns for single proprietorship businesses.

CIS 201 DATA STRUCTURE AND MANAGEMENT 3 (3-0-0) Fall

Representation, classification and management of information. Involves data organization; relationships between data items, fields, records, files and volumes; ordering of data into arrays, trees and graphs, input and output devices; sequential and random access concepts of data management; and algorithmic and string manipulation languages applied to these data structures. Prerequisites: MA 107 and CIS 105.

CIS 220 OPERATING AND PROGRAMMING SYSTEMS 3 (3-0-0) Spring

Functions of computer components (CPU, reader, punch, tapes, printer, memory), systems, hardware, operation, maintenance, accounting routines. Insight into the function of translators, compilers, monitors, assemblers, processors, generators, data scheduling systems, simulators, sort-merge, control and supervisory systems, libraries and systems support. Prerequisites: MA 107 or CIS 105.

CIS 305 LANGUAGE AND STRUCTURE OF COMPUTERS 3 (3-0-0) Fall

Fundamentals of assembly language programming. The logical basis of computer structure, machine representation of information, flow of control, instruction codes, arithmetic and logical operations, indexing and indirect adressing, input-output, symbolic representation of programs and assembly systems, and recent advances in computer organization. Prerequisite: MA 107.

CIS 320 SPECIAL PROBLEMS IN COMPUTER APPLICATIONS 1-3 By Arrangement Fall and Spring

An individual honors course designed to allow a student to pursue a specialized topic or project under the supervision of a professor. Credit is granted according to the scope and nature of the project. Student must be nominated or sponsored by the professor interested in the work. Prerequisite: MA 107 or CIS 105.

earth - space science

The requirements for the Bachelor of Science in Secondary Education degree in this field are straightforward. The Group III, Science, area of general education will be a four course group. Included here will be one Geology and one Astronomy course. In addition, 9 courses in the sciences and mathematics will be taken under rigorous advising by the Earth-Space science faculty within the Department of Physics. Fulfilling these two requirements will yield a minimum of 39 semester hours in the field.

The purpose of these broad requirements is to enable students choosing this major to uniquely bias their own training into such areas as Astronomy, Geology, Geophysics and Geochemistry. Under proper course selection this program can lead to dual certification in a number of content areas.

economics

Although Mansfield State College does not, at the present time, offer a degree program in Economics, courses have been developed to support other major programs and sequences offered by the College. Several departments require or recommend courses in Economics, and students are encouraged to discuss their interests with the faculty in Economics. Certain professional schools and graduate programs urge the study of the basics of Economics for admission; students are encouraged to discuss such requirements with their advisors as early as possible.

COURSE OFFERINGS IN ECONOMICS

ECON. 201 MACRO-ECONOMICS 3 (3-0-0)
Fall and Spring

An introduction to aggregate economics with emphasis on interdependence of sectors of an economy, aggregate concepts, determination of national income and fiscal and monetary policy for stabilization.

ECON. 202 MACRO-ECONOMICS 3 (3-0-0)
Fall and Spring

The mechanism of the free enterprise system: pricing, production, and employment under various market conditions; functional distribution of income; selected topics in modern theory of general equilibrium and welfare economics.

ECON. 203 PRICING AND DISTRIBUTION
3 (3-0-0) Fall and Spring

An analysis of the forces determining relative prices within the framework of production and distribution.

ECON. 204 HISTORY OF ECONOMIC THOUGHT 3 (3-0-0)
Fall or Spring

A study of economic ideas from the eighteenth century to the present. A brief review of physiocracy and mercantilism followed by a closer survey of classical liberalism, pre-Marxist and utopian socialism. Marxism, neoclassicism. institutionalism and other contemporary developments.

ECON. 301 CONTEMPORARY ECONOMIC PROBLEMS 3 (3-0-0)
Fall or Spring

Examination of some of our crucial economics problems: unemployment, inflation, poverty; also of some of the minor issues: right-to-work, national debt, and of several international concerns, i.e., the Common Market.

ECON. 311 MONEY AND BANKING
3 (3-0-0) Fall or Spring

An inquiry into the monetary system of the U.S. Brief examination of historical development; the functioning of monetary policy is carefully considered. Emphasis on the public/private nature of our banking system.

ECON. 332 INTERNATIONAL ECONOMICS
3 (3-0-0) Fall or Spring

Principles, practices and policies of international trade.

ECON. 334 COMPARATIVE ECONOMIC SYSTEMS 3 (3-0-0)
Fall or Spring

Capitalism, socialism, communism, and fascism; examination of resource allocation, consumption, pricing, production, investment, income distribution, central planning.

ECON. 401 LABOR RELATIONS 3 (3-0-0)
Fall or Spring

Equal consideration is given to the market and institutional factors of labor/management relations. The role of government especially as defined in major legislation is

examined. Historical development of trade unions serves as an introduction.

ECON. 405 PUBLIC FINANCE 3 (3-0-0)
Fall or Spring

Contemporary fiscal institutions in the United States; public expenditures; public revenues; incidence of major tax types, intergovernmental fiscal relations; public credit.

ECON. 410 ECONOMIC GROWTH AND DEVELOPMENT 3 (3-0-0)
Fall or Spring

Problems of capital formation, institutional considerations and theories of economic growth.

elementary education

Elementary Education at Mansfield State College has as its purpose the preparation of men and women for teaching in the elementary school. It is a four-year program leading to the degree of Bachelor of Science in Education. Included is a sequence of field experiences at the sophomore, junior and senior years. During the freshman and sophomore years a student will enroll in a program of General Education, including an area of concentration in an approved academic area of interest. Offerings in the Department of Elementary Education and in related professional education departments should be scheduled during the junior and senior years.

The Department of Elementary Education recommends that students planning to major in Elementary Education make a strong effort to build a background of experience with young children. A student may choose to work in summer camps or playgrounds, in summer school programs as teacher aides or in similar activities. In some cases students find it advantageous to serve in a paraprofessional role with children prior to initiating formal academic work.

Elementary Education students pursue the broad programs of General Education provided for all students of the College, including courses in the humanities, sciences, mathematics, and the social sciences. They must also complete an elective sequence of at least 15 semester hours in an approved academic area of interest (area of concentration). Students who have a special interest in the area of Early Childhood Education should indicate this interest to their advisors as early in the program as possible.

Students tentatively in the field of elementary education should include the following courses in their first two years of General Education: Psy. 100 General Psychology, Psy. 230 Educational Psychology. Students are expected to complete both courses prior to en-

rolling in elementary education courses at the junior level.

The two semester course, EdEl. 201-202 Pre-Professional Experiences, is to be scheduled during the sophomore year, and is required for acceptance as an upper division student with a major in elementary education. Students planning to transfer to Mansfield State College at the junior year should contact the department chairman regarding the EdEl. 201-202 Pre-Professional Experiences requirements.

During his last semester as a sophomore, a student will apply to the Department of Elementary Education for acceptance as an upper division student with a major in Elementary Education. Requirements for upper division acceptance include: near completion of the General Education requirements, an overall 2.0 quality point average, grades of C or better in freshman English, and recommendation by the student's advisor.

During the junior year a student will be scheduled for a Professional Semester. The Professional Semester includes six courses in the major area of specialization, and an observation/participation experience in the local elementary school. This integrated experience serves as an opportunity for students to work with boys and girls in a classroom setting and to participate in a variety of experiences related to the methods courses offered by the department. The following courses are included in the Professional Semester: EdEl. 301 Observation/Participation in the Elementary School, EdEl. 350 Child Development, EdEl. 383 Teaching of Reading, EdEl. 384 Teaching of Elementary School Mathematics, EdEl. 385 Teaching of Language Arts, EdEl. 386 Teaching of Social Studies, and EdEl. 387 Teaching of Science.

In the major area of specialization, the following courses are also required: EdEl. 360 Children's Literature, EdEl. 380 Teaching Music, EdEl. 392 Teaching Art, and HPE 350 Teaching Health and Physical Education. Total: 28 credit hours.

As part of the major area of specialization, students must complete at least fifteen semester hours in one of the following areas: Art, Early Childhood Education, English, Foreign Languages, Mathematics, Music, Sciences, Social Sciences, Speech and Theatre.

In order to meet minimum requirements for student teaching, students must maintain at least an overall 2.0 quality point average and a 2.0 average for the 43 hours in their area of specialization as indicated above. They must also have completed 28 hours of professional education in the major area of specialization.

Students who major in Elementary Education are required to complete an additional 21 semester hours in professional education, including Ed. 301 Evaluative Techniques, Ed. 302 A-V Communication, Ed. 401 History and Philosophy of Education, EdEl. 401 Seminar in Elementary Education and EdEl. 400 Student Teaching.

COURSE OFFERINGS IN ELEMENTARY EDUCATION

EDEL. 201 PRE-PROFESSIONAL EXPERIENCES 0 Fall

The course provides students of sophomore standing with the following observation and seminar experiences with elementary education: orientation to the Elementary Education Department and the Division of Professional Studies, examination of current goals of elementary education and the current expectations of modern elementary school teachers, observation of actual teaching-learning activities in the public school, study of principles affecting teaching-learning situations, study

of observation criteria and procedures and informal advisement seminars.

EDEL. 202 PRE-PROFESSIONAL EXPERIENCES 2 (1-0-1) Spring

The course provides students of sophomore standing with clinical experiences in elementary education which include: identification and analysis of current educational practices, brief episodes of exploratory teaching in an elementary school classroom, investigations of career possibilities and their requirements, an orientation to the Elementary Education Department and the Division of Professional Studies, and informal advisement seminars.

EDEL. 300 PRE-SCHOOL EDUCATION 3 (3-0-0) Fall and Spring

Objectives, equipment and procedures in nursery school and kindergarten; observation in kindergarten classes. Consent of the instructor required.

EDEL. 301 OBSERVATION AND PARTICIPATION IN ELEMENTARY EDUCATION 2 (0-0-3) Fall and Spring

The course provides students of junior standing with the following observation, participation and professional guidance experiences: the opportunity to observe an elementary school classroom in action, orientation to the policies and practices of an elementary school, the opportunity to observe a competent in-service teacher in the performance of his duties, introduction to the administrative duties of an elementary classroom, the privilege of working with individual children, small groups of children and an entire classroom under competent supervision, and the opportunity to receive feedback on performance from both the cooperating teacher and the college supervisor.

EDEL. 325 DIAGNOSTIC AND REMEDIAL READING 3 (3-0-0) Fall and Spring

Tests and techniques to prevent, detect and correct reading difficulties; special methods and materials for problem readers. Prerequisite: EdEl. 383.

ED. 330 GUIDANCE AND COUNSELING TECHNIQUES 3 (3-0-0) Summer only

The responsibility of the teacher in the guidance program of the school; the identification of student problems; significant information and its use; techniques in guidance and counseling.

EDEL. 350 CHILD DEVELOPMENT 3 (3-0-0) Fall and Spring

An interpretive description of human growth from conception through infancy, toddlerhood, pre-school and school years, adolescence and into maturity.

EDEL. 360 CHILDREN'S LITERATURE 3 (3-0-0) Fall and Spring

A study of the history of children's literature; types of literature useful for children in pre-school and elementary school; techniques of dramatic reading, story telling and choral speaking.

EDEL. 380 TEACHING MUSIC 3 (3-0-1) Fall and Spring

Designed for the elementary education major to develop the philosophy of music education, the ability to read music, the use of the singing voice, and the knowledge of music methods. Includes the use of classroom instruments, including piano, and the presentation of current music materials available for K-6.

EDEL. 383 TEACHING OF READING IN THE ELEMENTARY SCHOOL
3 (3-0-0) Fall and Spring

The reading process; normal development; characteristics of children learning to read; principles, problems, materials and techniques for the teaching of reading in the elementary school.

EDEL. 384 TEACHING OF ELEMENTARY SCHOOL MATHEMATICS 3 (3-0-0)
Fall and Spring

Methods of teaching mathematics, examination of curriculum and materials pertinent to teaching mathematics in the elementary school, and development of mathematical skills required of the elementary school teacher.

EDEL. 385 TEACHING OF LANGUAGE ARTS
2 (2-0-0) Fall and Spring

Principles, problems, materials and techniques for the teaching of speaking, listening, writing and reading.

EDEL. 386 TEACHING OF SOCIAL STUDIES
2 (2-0-0) Fall and Spring

Principles, problems, materials and techniques for the teaching of social studies in the elementary school.

EDEL. 387 TEACHING OF SCIENCE
2 (2-0-0) Fall and Spring

Principles, problems, materials and techniques for the teaching of science in the elementary schools.

EDEL. 392 TEACHING ART IN ELEMENTARY GRADES 3 (3-0-2)
Fall and Spring

The philosophy and principles of art education in the elementary curriculum; experience in the development of self-expression through a variety of materials and activities as the basis for understanding and evaluating children's work.

EDEL. 400 STUDENT TEACHING
12 (0-0-30) Fall and Spring

Practice teaching under supervision of master teachers. Required of all students working for a degree in teacher education.

EDEL. 401 SEMINAR IN ELEMENTARY EDUCATION 2 (2-0-0)
Fall and Spring

Taken in the senior year; orientation and critiques concerned with classroom problems; examination of school law, school organization and administration.

EDEL. 402 SELECTED TOPICS IN ELEMENTARY EDUCATION
3 (3-0-0) Fall or Spring

The course is designed to give students the opportunity to carry out in-depth studies into various teaching techniques appropriate for use at the elementary school level. The course includes lecture discussions, seminar periods, and the use of resource persons. Heavy emphasis is placed on student leadership and participation as well as on the reading and discussion of recent educational literature. Open to in-service teachers and majors who have completed student teaching.

EDEL. 488 INFORMAL DIAGNOSIS OF READINESS IN ELEMENTARY TEACHING 3 (3-0-0)
Fall or Spring

The course is designed to help teachers become more aware of specific cognitive and affective factors which influence a child's readiness to learn. Emphasis will be placed on informal assessment of a child's cognitive and affective behavior as a basis for making

decisions about instruction for a child. The course will provide experiences with the development and use of informal techniques which assess a child's cognitive and affective domain.

EDEL. 489 ENVIRONMENTAL EDUCATION FOR ELEMENTARY TEACHERS
3 (3-0-0) Fall or Spring

A study of the methods, materials, and science background necessary to teach environmental education in the elementary school. Emphasis will be on both science content and psychological grade placement of various activities.

The Department of English teaches students to communicate feelings and ideas in an organized manner through the exact use of language; it enables them to read imaginative and intellectual texts with mature understanding and sensitivity. It familiarizes them with modern and traditional grammar, the history of the language, and the scope and continuity of English and American literature. It offers special series of courses in journalism and creative writing. The fact that the Department publishes a national literary magazine, **The Falcon**, creates a favorable climate for the teaching of writing.

Programs in English are of two kinds: (a) those leading to the Bachelor-of-Science degree and to certification for teaching in the public schools and (b) a program leading to the Bachelor-of-Arts degree. The latter, "Bachelor-of-Arts" major offers a suitable preprofessional training for careers in law, medicine, and business. It is specific preparation, further, for careers in editing, technical writing, advertising, and other forms of communication employed in commerce and the mass media.

Major: thirty-six hours beyond English 102 are required of all English majors. The following courses must be included in the program of a student preparing to teach in the secondary schools: English 200, 201, 202, 203, 225, 226, 235, and either 358 or 359. Except for English 225 and 226 the same courses must be included in the program of a student working toward the Bachelor of Arts degree. Literature courses at the 200 level (and English 230 Practical Writing) may not be counted as English electives for a major or minor.

All English majors must achieve second-year proficiency in a foreign language. Speech 200 and 400 are required of students preparing to teach in the secondary schools.

By the end of the sophomore year an English major should have completed English 200, 201, 225 and one English elective. Transfer students must satisfy all Departmental requirements.

Minor: eighteen hours beyond English 102 are required of students completing a minor in English. The following should be included: English 200, 201, and either 202 or 203.

COURSE OFFERINGS IN ENGLISH

ENG. 090 REMEDIAL ENGLISH 0
Fall and Spring

Entering freshmen are required to take an examination in English mechanics. Those who do not achieve a specified score are required to take this course two hours each week in addition to Eng. 101.

ENG. 101 FRESHMAN COMPOSITION I
3 (3-0-0) Fall and Spring

Intensive training in reading and writing; introduction to semantics and the principles of sound reasoning.

ENG. 102 FRESHMAN COMPOSITION II
3 (3-0-0) Fall and Spring

Continuation of Eng. 101. Critical reading in various literary genres; preparation of the research paper. Prerequisite: Eng. 101.

ENG. 200 SURVEY OF ENGLISH LITERATURE I 3 (3-0-0) Fall

Masterpieces of English Literature from the Anglo-Saxon period to the end of the eighteenth century with emphasis on interpretation and critical evaluation. Prerequisite: grade of C in Eng. 101 and 102.

ENG. 201 SURVEY OF ENGLISH LITERATURE II 3 (3-0-0) Spring

A continuation of Eng. 200. English literature from the eighteenth century to the present. Prerequisite: grade of C in Eng. 101 and 102.

ENG. 202 SURVEY OF AMERICAN LITERATURE I 3 (3-0-0) Fall

Major American writers from the colonial period to the Civil War. Prerequisite: grade of C in Eng. 101 and 102.

ENG. 203 SURVEY OF AMERICAN LITERATURE II 3 (3-0-0) Spring

A continuation of Eng. 202. American literature from the Civil War to the present. Prerequisite: grade of C in Eng. 101 and 102.

ENG. 210 LITERATURE OF THE WESTERN WORLD I 3 (3-0-0)
Fall and Spring

Literary classics from ancient times to the close of the Renaissance. Prerequisite: Eng. 102.

ENG. 211 LITERATURE OF THE WESTERN WORLD II 3 (3-0-0)
Fall and Spring

A continuation of Eng. 210 from the Age of Reason to the present. Prerequisite. Eng. 102.

ENG. 225 ENGLISH GRAMMAR 3 (3-0-0)
Fall and Spring

A study of an introductory transformational grammar of English with attention given to a traditional analysis and to usage.

ENG. 226 HISTORY OF THE ENGLISH LANGUAGE 3 (3-0-0) Fall

A study of the development of the English language from Old English to modern

times with special attention to the causes of linguistic change.

ENG. 235 ADVANCED COMPOSITION
3 (3-0-0) Fall and Spring

Intensive writing in area of each student's principal interest. Students not majoring in English admitted by consent of instructor. Prerequisite: Eng. 102.

ENG. 240 JOURNALISM 3 (3-0-0)
Fall and Spring

Fundamentals of reporting, editing, and writing feature articles. Prerequisite: Eng. 102.

ENG. 242 NEWS REPORTING 3 (3-0-0)
Spring

A writing course which emphasizes news gathering, news evaluation, and style and structure of news stories. Prerequisite: Eng. 240.

ENG. 244 COPYREADING AND EDITING
3 (3-0-0) Spring

Instruction and practice in newspaper desk work. Practice in copyreading, headline writing, proofreading, rewriting. Preparation of local, state and telegraph news stories and features; picture editing and page makeup. Prerequisite: Eng. 240.

ENG. 246 INTERPRETATIVE JOURNALISM
3 (3-0-0) Fall

An examination of the content, styles, and techniques of contemporary interpretative news reporting in various magazines and newspapers. Attention to bias, libel, propaganda, ethics, and editorial columns. Practice in writing interpretative articles. Prerequisite: Eng. 240.

ENG. 248 JOURNALISM PRACTICUM
3 (3-0-0) Fall

An "internship" of work with local newspapers. Practice working on a publication, with attention given to the student's journalistic interest (news reporting, photography, editing) and the major aspects of production. Prerequisite: Eng. 240.

NOTE: No student will be admitted to any of the courses below unless he has completed one of the following: Eng. 200, 201, 202, 203, 210, 211 or 212.

ENG. 300 TEACHING ENGLISH IN THE SECONDARY SCHOOL 3 (3-0-0)
Fall and Spring

Examination of the objectives, professional requirements, and specialized problems of English instruction; survey of materials and aids for the teaching of the language arts in junior and senior high school; analysis of methods and trends, and practice in the development and presentation of programs of study.

ENG. 302 THE SHORT STORY
3 (3-0-0) Fall and Spring

Close reading and critical analysis of the short story as a literary form.

ENG. 304 THE NOVELETTE 3 (3-0-0)
Summer

An historical survey from Boccaccio to Katherine Ann Porter.

ENG. 330 LITERARY CRITICISM 3 (3-0-0)
Spring

Major theories of literary criticism from Aristotle to the present with practical application. Admission by consent of instructor.

ENG. 335 CREATIVE WRITING 3 (3-0-0) Fall and Spring

A discussion of theory and the relation of theory to practical writing situations. An exploration of the formal properties of fiction, poetry, or plays.

ENG. 350 WRITING WORKSHOP 3 (3-0-0) Spring

A workshop in the writing of fiction and poetry and/or drama. The major emphasis will be upon application of techniques, development of sensibility, uses of the imagination, and revision of work. May be repeated. Prerequisite: Eng. 335.

ENG. 375 DIRECTED WRITING 3 (3-0-0) Fall

Individual guidance and instruction in the composition of a novelette, a collection of stories or poems, or a play. Prerequisite: Eng. 335, 350 and consent of instructor.

ENG. 336 AMERICAN LITERATURE TO 1835 3 (3-0-0) Spring

A study of major seventeenth and eighteenth-century American writers emphasizing the literary and philosophical aspects of their work and locating them in the continuum of American literature and culture.

ENG. 337 THE AMERICAN RENAISSANCE 3 (3-0-0) Spring

A study of major mid-nineteenth century American writers with emphasis upon their works as works and as a part of a continuing literature and culture.

ENG. 338 AMERICAN REALISM AND NATURALISM 3 (3-0-0) Fall

A study of major Realists and Naturalists in American literature with an emphasis upon their works, their literary apology, and their influence.

ENG.339 CONTEMPORARY AMERICAN FICTION 3 (3-0-0) Fall

A study of major writers of fiction emphasizing their works, their social consciousness, their influence on their own generation, and their probable influence on following ones.

ENG. 340 MIDDLE ENGLISH LITERATURE 3 (3-0-0) Fall

A study of representative works from the Anglo-Saxon period to 1500.

ENG. 345 CHAUCER 3 (3-0-0) Spring

A study of Chaucer in relation to his times with special emphasis on **The Canterbury Tales** and **Troilus and Cressida.**

ENG. 355 SIXTEENTH-CENTURY POETRY AND PROSE 3 (3-0-0) Spring

Poetry from Shelton and Wyatt to Sidney and Spenser; prose from More and Eliot to Hooker and Nashe.

ENG. 358 SHAKESPEARE 3 (3-0-0) Fall

Selected earlier plays of Shakespeare; interpretation and evaluation with attention to his development as a dramatist and poet.

ENG. 359 SHAKESPEARE 3 (3-0-0) Spring

A continuation of Eng. 358. Selected later plays.

ENG. 360 SEVENTEENTH-CENTURY ENGLISH LITERATURE 3 (3-0-0) Fall

Prose and non-dramatic poetry with emphasis on Jonson, Donne, and Dryden.

ENG. 365 MILTON 3 (3-0-0) Summer

The poet, the times, and the major works.

ENG. 370 EIGHTEENTH-CENTURY ENGLISH LITERATURE 3 (3-0-0) Spring

A study of major English writers representing basic attitudes and values of the Age of Reason and of the pre-Romantic movement.

ENG. 380 THE ROMANTIC MOVEMENT 3 (3-0-0) Fall

Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries; social and ideological factors; poetic theory.

ENG. 382 VICTORIAN POETRY AND PROSE 3 (3-0-0) Fall

Major British writers from 1830 to 1900; social and intellectual influences of the period.

ENG. 384 THE BRITISH NOVEL TO 1870 3 (3-0-0) Fall

Principal British novelists from Defoe to Dickens examined in relation to social and intellectual trends; analysis of form.

ENG. 385 THE BRITISH NOVEL SINCE 1870 3 (3-0-0) Spring

A continuation of Eng. 384 to the present.

ENG. 388 ENGLISH DRAMA TO 1890 3 (3-0-0) Fall

A survey of English dramatic literature beginning with the medieval morality, mystery, and miracle plays.

ENG. 389 WORLD DRAMA 3 (3-0-0) Summer

The work of Continental dramatists to Ibsen.

ENG. 390 MODERN DRAMA 3 (3-0-0) Spring

The work of major dramatists, primarily English and American, from Ibsen to the present; analysis of techniques of composition, production, and performance.

ENG. 391 MODERN POETRY 3 (3-0-0) Spring

Analysis of poetic method and of the integral nature of form and meaning in British and American poets from G. M. Hopkins to Dylan Thomas.

ENG. 400 DIRECTED STUDY 3 (3-0-0)

Individual study under the direction of a faculty member appointed by the department chairman. Admission by consent of the instructor.

ENG. 401 SEMINAR IN ENGLISH STUDIES 3 (3-0-0) Fall and Spring

Intensive reading and discussion of a major writer; class enrollment restricted to twelve. Basic bibliographical sources used for several long papers. Open only to juniors and seniors by consent of the instructor.

foreign languages

Educational objectives of the Department of Foreign Languages are so structured as to meet the needs of students going into either teacher education or liberal arts.

Briefly, the Department of Foreign Languages provides instruction to meet the needs of students who wish to build a liberal education around the study of a foreign language and its culture, develop language competence for comprehension, speaking, reading and writing, teach in public or private schools, prepare for graduate study, enter the federal government services, private business, non-governmental organizations, and other areas requiring knowledge of a foreign language.

Requirements for the language major are: Intermediate (French, German, Spanish) 201, 202 (qualified students may substitute more advanced courses for language 201, 202); Conversation and Civilization 300 (Spanish majors must also elect Spanish 306 or 307 if they are in the secondary-education program); Advanced Structure 320; Survey of Literature 330, 331 — for a total of 18 credit hours and 12 credit hours in electives offered in the chosen language field.

Additionally, or in lieu of a portion of the major program, foreign study can be arranged. Foreign study is open to students who wish to continue the study of the language abroad. Plans for study should be presented at least two semesters prior to departure and should be approved by the department chairman. Number of credits granted will be based upon validated credentials presented to the department and students should register for Fr. (Ger., Span.) 370-380 prior to departure. Regular periodic reports must be made during the student's residence abroad.

COURSE OFFERINGS IN FRENCH

FR. 101 INTRODUCTORY FRENCH
3 (3-0-2) Fall or Spring

For students who have not previously studied French. Elements of grammar and reading, intensive drill in pronunciation, aural comprehension and speaking. Language lab attendance required twice a week.

FR. 102 INTRODUCTORY FRENCH
3 (3-0-2) Fall and Spring

Continuation of Fr. 101. Prerequisite: one year of secondary school French or Fr. 101 or its equivalent. Language lab attendance required twice a week.

FR. 201 INTERMEDIATE FRENCH
3 (3-0-2) Fall and Spring

Independent reading, grammar review and further practice in aural comprehension and speaking. Prerequisite: two years of secondary school French or one year of college French. Language lab attendance required twice a week.

FR. 202 INTERMEDIATE FRENCH
3 (3-0-2) Fall or Spring

Continuation of Fr. 201. Prerequisite: three years of secondary school French or Fr. 201. Language lab attendance required twice a week.

FR. 300 CONVERSATIONAL FRENCH AND CIVILIZATION 3 (3-0-2) Fall

Intensive practice in oral French intended for students interested in developing a higher degree of fluency. Emphasis on topics of cultural, social, economic and political nature. May be taken concurrently with Fr. 202 upon recommendation of the instructor. Required of French majors.

ED. 300 THE TEACHING OF FRENCH 3 (3-0-0) Fall or Spring

A study of the teaching of French with an emphasis on the problems, methods and materials associated with language teaching. Prerequisite: junior standing. Required of all French majors in teacher education program.

FR. 305 ADVANCED FRENCH CONVERSATION 3 (3-0-2) Spring

An intensive training in oral self-expression for the student who desires a still higher degree of fluency. Specially programmed topics for each class session will be assigned, with emphasis on encouraging the students to carry on discussion in more detail and at greater length. Prerequisite: Fr. 300.

FR. 320 ADVANCED FRENCH STRUCTURE 3 (3-0-0) Fall

The study and practical application of the structural patterns of French with concentration on the phonology, morphology and syntax of the language. Prerequisite: completion of Fr. 202 or equivalent training. Required of French majors.

FR. 330 SURVEY OF FRENCH LITERATURE 3 (3-0-0) Fall

Selected readings in the works of major French writers through the eighteenth century, outside reading and reports in French; consideration of literary movements, style and form. Prerequisite: Fr. 202 or equivalent training. Required of French majors.

FR. 331 SURVEY OF FRENCH LITERATURE 3 (3-0-0) Spring

Selected readings in the works of major French writers since 1800; outside reading and reports in French; consideration of literary movements, style and form. Prerequisite: Fr. 202 or equivalent training; Fr. 330 also recommended. Required of French majors.

FR. 340 FRENCH CLASSICAL LITERATURE 3 (3-0-0) Fall

Critical readings and discussion of the major dramatic works of Corneille, Moliere and Racine with supplementary reading on general background. Prerequisite: Fr. 330 and 331.

FR. 341 FRENCH LITERATURE OF THE ENLIGHTENMENT 3 (3-0-0) Fall

Reading and discussion of the works of Voltaire, Rousseau and Diderot. Prerequisite: Fr. 330 and 331.

FR. 342 CURRENTS IN NINETEENTH CENTURY FRENCH LITERATURE 3 (3-0-0) Spring

The works of French authors as well as the main currents and form of literary expression from the beginning of romanticism to the end of the century: Hugo, Balzac, Stendhal, Flaubert, Zola. Prerequisites: Fr. 330 and 331.

FR. 343 ASPECTS OF TWENTIETH CENTURY FRENCH LITERATURE 3 (3-0-0) Fall

Development of the novel: Gide, Alain-Founrnier, Proust, Mauriac, Malraux, Sartre, Camus, Bernanos. St. Exupery, Green, and the **nouveau roman**. Reading and discussion of major works. Written report. Prerequisites: Fr. 330-331.

FR. 350 DEVELOPMENT OF FRENCH POETRY 3 (3-0-0) Spring

A study of the works of major poets from Villon to the present. Emphasis on interpretation and diction. Study of the French poetical system. Prerequisites: Fr. 330 and 331.

FR. 355 FRENCH CONTEMPORARY THEATRE
3 (3-0-0) Spring

Reading and discussion of selected works of major twentieth century French playwrights: Cocteau, Sartre, Giraudoux, Anouilh, Camus, Becket, Ionesco. Prerequisites: Fr. 330 and 331.

FR. 370-380 FOREIGN STUDY
Credit Arranged

Foreign study is open to students who wish to continue the study of French abroad. Plans for foreign study should be presented at least two semesters prior to departure and should be approved by the department chairman. Number of credits granted will be based upon validated credentials presented to the department. The student should register for French 370-380 prior to departure. Regular periodic reports must be made during the student's residence abroad.

FR. 400 SENIOR SEMINAR
Credit Arranged

Special study projects in French language and literature; independent reading in the defined areas followed by written analytical reports in French. Open to seniors and in exceptional cases to juniors.

FR. 405 HONORS COURSE FOR FRENCH MAJORS
Credit Arranged

An individual problems course. Open to qualified seniors with consent of the department.

NOTE: Major students are required to complete 30 credit hours in French at intermediate and advanced levels including Fr. 300, 320, 330 and 331. Ed. 300 is not considered as part of the 30 hours.

COURSE OFFERINGS IN GERMAN

GER. 101 INTRODUCTORY GERMAN
3 (3-0-2) Annually Fall

Introductory elements of grammar and reading, intensive drill in pronunciation, aural comprehension and speaking. Language lab attendance is required twice weekly.

GER. 102 INTRODUCTORY GERMAN
3 (3-0-2) Annually Spring

Continuation of German 101. Prerequisite: completion of Ger. 101 or equivalent competence. Language lab attendance is required twice weekly.

GER. 201 INTERMEDIATE GERMAN
3 (3-0-2) Annually Fall

A review of the structure of the German language with a view toward improving the skills of aural comprehension, speaking, reading and writing. Prerequisite: completion of Ger. 102 or equivalent competence. Language lab attendance is required twice weekly.

GER. 202 INTERMEDIATE GERMAN
3 (3-0-2) Annually Spring

A continuation of German 201 with emphasis on the further development of the skills, basing such development upon readings taken from actual literary and cultural selections. Prerequisites: completion of Ger. 201 or equivalent competence. Language lab attendance is required twice weekly.

GER. 300 CONVERSATIONAL GERMAN AND CIVILIZATION
3 (3-0-0) Annually Fall

Intensive practice in oral German intended for students interested in developing a higher degree of fluency in the spoken language. Emphasis on topics of cultural, social, economic and political nature. May be pursued concurrently with Ger. 202 upon recom-

mendation of the instructor. Required of all German majors.

ED. 300 THE TEACHING OF LANGUAGE (German) 3 (3-0-0) Annually Spring

A study of the teaching of German with emphasis on the problems, methods and materials associated with language teaching. Prerequisites: junior standing. Required of all German majors in teacher education program. (This is a requirement for teacher certification and credits so derived do not apply toward the major in German.)

GER. 305 ADVANCED GERMAN CONVERSATION 3 (3-0-0) Annually Spring

An intensive training in oral self-expression for the student who desires a still higher degree of oral fluency. Specially programmed topics for each class session will be assigned, with emphasis on encouraging the student to carry on discussion in more detail and at greater length. Prerequisite: Ger. 300 or equivalent competence.

GER. 320 ADVANCED GERMAN STRUCTURE 3 (3-0-0) Annually Fall

The study and practical application of the structural patterns of German with concentration on the phonology, morphology and syntax of the language. Prerequisite: completion of Ger. 202 or equivalent competence. Required of all German majors.

GER. 321 Composition and Stylistics 3 (3-0-0) Annually Spring

Concentration on the development of self-expression in the written skills. Emphasis on synonymic development of expression and stylistic writing. Frequent written assignments, as well as at least one significant assignment of a critical nature will be presented. This course is intended for all German majors and especially for those who intend to teach German or pursue graduate work.

GER. 330 SURVEY OF GERMAN LITERATURE I 3 (3-0-0) Annually Fall

This course is designed to acquaint the student with some of the major literary movements and representative writers from 1750 to present. Prerequisites: Completion of Ger. 202 or equivalent preparation. Required of all German majors.

GER. 331 SURVEY OF GERMAN LITERATURE II 3 (3-0-0) Annually Spring

Sequel to Ger. 330. The earliest periods of German literature from 800-1750. Prerequisites: Completion of Ger. 202 or equivalent competence; Ger. 330 also recommended. Required of all German majors.

GER. 335 PROSEMINAR 3 (3-0-0) Annually Fall and/or Spring

Selected topics from list I or other topics upon arrangement. Open to qualified students with sophomore standing or above. Prerequisite: Completion of German 202 or equivalent competence. May be repeated for credit.

GER. 360 SEMINAR 3 (3-0-0) Annually Fall and/or Spring

Selected topics from list II or other topics upon arrangement. Open to qualified students with junior standing or above. Prerequisite: Permission of advisor and/or instructor. May be repeated for credit.

GER. 370-380 FOREIGN STUDY Credit Arranged

Foreign study is open to students who wish to continue the study of German

abroad. Plans for foreign study should be presented at least two semesters prior to departure and should be approved by the department chairman. Number of credits granted will be based upon validated credentials presented to the department. The student should register for German 370-380 prior to departure. Regular periodic reports must be made during the student's residence abroad.

GER. 400 SENIOR SEMINAR (3-0-0)
Annually Fall and/or Spring

Selected topics from list III or other topics upon arrangement. Open to qualified students with senior standing or juniors by permission of instructor and advisor. May be repeated for credit.

SEMINAR TOPICS I

1. Geographic, economic, technical, scientific and industrial aspects of the German speaking lands.
2. Aspects of the educational systems, the social structures, communications systems and mass media, transportation systems, etc.
3. Developments in art, music, legends, and folklore of the German speaking countries.
4. The states and major cities of the German speaking world and their significant character and contributions.
5. German Literature of the 20th Century.
6. German Literature of the 19th Century.

SEMINAR TOPICS II

1. Historic and political structures, religion and philosophy in the German speaking lands.
2. German Literature of the 18th Century.
3. German Lyric Poetry
4. The German Novel
5. The "Novelle"
6. German Drama

SEMINAR TOPICS III

Heinrich Boll
Bertolt Brecht
Heinrich Heine
Friedrich Durrenmatt
Goethe
Schiller
Grass
Frisch
Hesse

COURSE OFFERINGS IN SPANISH

SPAN. 101 INTRODUCTORY SPANISH
3 (3-0-2) Fall

For students who have not previously studied Spanish. Fundamentals of grammar, intensive drill in pronunciation, comprehension and speaking. Two hours a week are required in the language lab.

SPAN. 102 INTRODUCTORY SPANISH
3 (3-0-2) Spring

Continuation of Spanish 101. Prerequisite: Span. 101 or its equivalent. Two hours a week are required in the language lab.

SPAN. 201 INTERMEDIATE SPANISH
3 (3-0-2) Fall

Intensive grammar review. Practice in comprehension and in the use of the written and spoken language. Prerequisite: Spanish 102 or its equivalent. Two hours a week are required in the language lab.

SPAN. 202 INTERMEDIATE SPANISH
3 (3-0-2) Spring

Continuation of Span. 201. Prerequisite: Span. 201 or its equivalent. Two hours a week are required in the language lab.

SPAN. 300 SPANISH CONVERSATION 3 (3-0-2) Fall

Training in oral self-expression. Selected topics are assigned for each class with the purpose of encouraging students to express themselves in Spanish. May be taken concurrently with Span. 201 with consent of instructor.

ED. 300 THE TEACHING OF SPANISH 3 (3-0-0) Fall and Spring

A study of the teaching of Spanish with an emphasis on the problems, methods and materials associated with language teaching. Prerequisite: junior standing. Required of all Spanish majors in teacher education programs.

SPAN. 305 ADVANCED SPANISH CONVERSATION 3 (3-0-2) Spring

A more intensive study of idiomatic Spanish and its application to current happenings. The class is conducted entirely in Spanish. May be taken concurrently with Span. 202 with consent of instructor.

SPAN. 306 THE CULTURE AND CIVILIZATION OF SPAIN 3 (3-0-0) Spring, Alternate Years (1974)

History of the customs and institutions of Spain as considered by historians and men of letters. Emphasis will be given to social, political, economic and cultural problems and patterns. Prerequisite: Span. 202 or the equivalent.

SPAN. 307 THE CULTURE AND CIVILIZATION OF LATIN AMERICA 3 (3-0-0) Spring, Alternate Years (1975)

A study of the history, customs, culture and politics of Latin America. The overall study will be segmented into brief examinations of the individual countries. Prerequisite: Span. 202 or its equivalent. Note: A Spanish major may satisfy the requirements with either Span. 306 or Span. 307, depending on the area of greater interest.

Span. 320 ADVANCED SPANISH STRUCTURE 3 (3-0-0) Fall

Study and practical application of the structural patterns of Spanish: emphasis on syntax. Prerequisite: completion of Span. 202 or its equivalent.

SPAN. 330 SURVEY OF SPANISH LITERATURE 3 (3-0-0) Fall

Reading and examination of principal writers of Spain, with attention given to literature movements, historical backgrounds, style and form. Outside reading in Spanish assigned. Prerequisite: Span. 202 or the equivalent.

SPAN. 331 SURVEY OF SPANISH LITERATURE 3 (3-0-0) Spring

Continuation of Span. 330.

SPAN. 340 SPANISH-AMERICAN LITERATURE 3 (3-0-0) Fall

A study of major writers and literary movements, supplementary reading and reports in Spanish.

SPAN. 341 SPANISH-AMERICAN LITERATURE 3 (3-0-0) Spring

Continuation of Spanish 340.

SPAN. 342 NOVEL OF THE GOLDEN AGE 3 (3-0-0) Fall, Alternate Years (1973)

Development of the Spanish novel during the sixteenth and seventeenth centuries is studied through the reading of Don Quixote. Examples of all types of preceding novels appear in Don Quixote and are discussed and explained as they arise. Prerequisite: Span. 330, 331. Note: to be offered in alternate years with Span. 344.

SPAN. 343 THEATRE OF THE GOLDEN AGE
3 (3-0-0)
Spring, Alternate Years (1974)

A study of the representative dramatists of Spain's Golden Age. Included are: Cervantes, Tirso de Molino, Calderon de la Barca, Lope de Vega, Castro, Alarcon. Prerequisites: Span. 330, 331. Note: to be offered in alternate years with Span. 345.

SPAN. 344 MODERN SPANISH NOVEL AND POETRY 3 (3-0-0)
Fall, Alternate Years (1974)

A study is made of the various literary movements: the novel of customs, romanticism, realism and naturalism: Fernan Caballero, Duque de Rivas, Bequer, Galdos, P. Bazan, Unamuno, Antonio Machado, Cela, Matute. Prerequisites: Span. 330, 331. Note: to be offered in alternate years with Span. 342.

SPAN. 345 MODERN SPANISH THEATRE
3 (3-0-0)
Spring, Alternate Years (1975)

A study of the works of major Spanish dramatists since 1800. Analysis and consideration of literary movements, form and style. Among the plays to be examined are works by Duque de Rivas, Zorrilla, Echegaray, Benevente, Casona, Garcia, Lorea, Buero, Vallejo and others. Prerequisites: Span. 330, 331 or the equivalent. Note: to be offered in alternate years with Span. 343.

SPAN. 370-380 FOREIGN STUDY
Credit Arranged

Foreign study is open to students who wish to continue the study of Spanish abroad. Plans for foreign study should be presented at least two semesters prior to departure and should be approved by the department chairman. Number of credits granted will be based upon validated credentials presented to the department. The student should register for Spanish 370-380 prior to departure. Regular periodic reports must be made during the student's residence abroad.

SPAN. 400 SENIOR SEMINAR
Credit Arranged

Selected topics. Open to all seniors and in exceptional cases to juniors.

NOTE: Major students are required to complete 30 credit hours in Spanish at the intermediate and advanced levels including Spanish 300 or 305, 306 or 307, 320, 330, and 331. Education 300 is not considered as part of the 30 hours.

geography and regional planning

The Department of Geography and Regional Planning offers a program similar to that found in most American colleges and universities. Students may elect either the Bachelor of Arts degree-program with its several options, or the social studies comprehensive-geography emphasis, B.S. degree-program. The options available to students in the liberal arts program are (1) a major in geography, (2) a major in geography with an emphasis in regional planning, and (3) a major in any liberal arts field with the regional planning emphasis.

The B.A. degree-program in geography is intended to prepare qualified and able geography majors for graduate study or entrance into the many and varied fields of employment in government and business open to geographers. A judicious selection of courses is most important in preparing for future employment. Thus, the Department places strong emphasis on the student-advisor relationship. An individually tailored program permits sufficient flexibility for the student who knows his area of specialized interest, while at the same time a generally broad geographic perspective assures that the objectives of the Department are met. You are strongly advised to seek out your assigned or selected advisor early in your college program.

All Mansfield students must satisfy the General Education requirements of the College before being admitted to upper-divisional study in their major field. In fulfilling these General Education requirements, geography majors should give their most serious consideration to improving or obtaining those basic skills which will enhance their degree. These skills include clear writing, effective speaking, a foreign language, and the use of statistics and the computer.

Geography 102 (Human Geography) and Geography 111 (Physical Geography) are required courses in the General Education program for geography majors, although both courses may be waived by examination given with the approval of your advisor. The examination will only be allowed, however, when there is sufficient evidence that the student already has an adequate background in geography.

Beyond this General Education requirement, geography majors must complete thirty-six hours of geography or approved cognate courses. Of the thirty-six hours, twelve hours must include Geog. 230 (Cartography), Geog. 360 (Economic Geography), Geog. 380 (Geography of U.S. and Canada), and Geog. 498 (Senior Seminar). The remaining twenty-four hours will be arranged with the student's advisor to meet the individual's special interest. When deemed appropriate by the advisor, six hours of the major requirement can be met by courses in those fields which complement and supplement the special field of interest.

The B.A. degree-program in geography with a regional planning emphasis is intended to prepare qualified and able students for a career in planning. This program differs from the straight geography major, B.A. program, in the following ways: by (1) a reduction in the number of hours required for the major — from 36 to 27 semester hours — although the required courses for the major remain the same, by (2) a requirement of 15 semester hours of electives from cognate areas, and, most importantly, by (3) a "Professional Sequence" of 30 semester hours.

The general education requirements remain basically the same, although there is a mathematical requirement of six hours (statistics and computer programming) which can be satisfied within the general education program.

The B.A. degree-program in liberal arts with a regional planning emphasis takes into

account the multi-disciplinary nature of the planning profession. Thus, any student in liberal arts and sciences, regardless of major, can enroll, if he or she wishes, in this program. However, in addition to the professional sequence of 30 required hours, the student should be prepared to obtain a required core program of three geography courses. Two of these courses (Geog. 102, Human Geography, and Geog. 111, Physical Geography) may be taken as part of the student's general education program. The third required course is Geog. 230, Cartography.

The B.S. social studies comprehensive-geography emphasis program is designed to meet the general standards pertaining to college programs for the preparation of social studies teachers. The Department stresses the inter-disciplinary approach to solving social-environmental problems and the cultural-historical approach to area (i.e., world cultures) studies. In combination with other programs, the Department also contributes to the preparation of teachers for earth-general science.

General Education requirements are similar to those noted in the B.A. program. Exceptions are the six hours required in the Mathematics group and the twenty-two hours required in the Social Sciences distributed as follows: Psychology 100 (General Psychology), Geography 102 (Human Geography), six hours in U.S. History, and ten hours of electives from among three of the following four areas — anthropology, economics, sociology, political science.

Thirty-three hours beyond Geog. 102 (Human Geography) are required. These hours will include Geog. 111 (Physical Geography), Geog. 231 (Map Projections and Interpretation), Geog. 360 (Economic Geography), and Geog. 380 (Geography of the U.S. and Canada). Additional requirements for the program are: any one regional course, any one systematic course, three free electives in geography, and one free elective in the social sciences.

COURSE OFFERINGS IN GEOGRAPHY

GEOG. 102 HUMAN GEOGRAPHY
3 (3-0-0) Fall and Spring

An introduction to geography and a study of human communities in their relation to the environment; including a systematic study of population and culture as reflected in settlement, economic activities, land use and their resulting spatial patterns.

GEOG. 111 PHYSICAL GEOGRAPHY
3 (3-0-0) Fall and Spring

Introduction to the nature of geography and the physical aspects of the environment of man; the earth and its planetary relations; selected topics in physical geography, including weather, climate, soil, land-forms, the principles of map projection and interpretation.

GEOG. 222 ENVIRONMENTAL LAND USE AND NATURAL RESOURCES
3 (3-0-0) Fall or Spring

An analysis of environmental land use and natural resources as a response to the physical and cultural conditions of the past and present; an evaluation of the major divisions of land usage and the resulting interrelationship of areal patterns.

GEOG. 230 INTRODUCTION TO CARTOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

Introduction to the principles and tools of basic cartography. Emphasis on map projections, map design and map reproduction. The student will generally find it necessary to work independently in the cartography lab outside of class.

GEOG. 231 MAP PROJECTION AND INTERPRETATION 3 (3-0-0)
Fall or Spring

Introduction to the use and evaluation of projections, maps, charts and serial photographs. Emphasis on coordinate systems and topographic maps.

GEOG. 282 WORLD REGIONAL GEOGRAPHY 3 (3-0-0)
Fall or Spring

Regional analysis and study of the earth as the home of man. Specific areas and types of man-land relationships are studied as examples of the world variety of human adjustments to and adaptation of the natural environment. Course particularly well suited for future social science teachers.

GEOG. 310 METEOROLOGY 3 (3-0-0)
Fall, Alternate Years

Systematic study of the dynamics of the atmosphere utilizing the synoptic approach and includes the elements of climate.

GEOG. 311 INTRODUCTION TO CLIMATOLOGY 3 (3-0-0)
Fall, Alternate Years

Systematic and regional study of the elements and controls of climate; application of standard classification systems and climatological data in analysis of climate stations and regions.

GEOG. 321 GEOMORPHOLOGY 3 (3-0-0)
Fall, Alternate Years

The evaluation and development of land forms and the principal theories of landform development pertaining to structure, process and stage; topographic maps, profiles and the appraisal of geologic data from both field and laboratory studies. Prerequisites: Geog. 111 or permission of the instructor.

GEOG. 350 URBAN GEOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

An analysis of the localization, structure and function of urban settlements and their supporting areas, progressing from simple relationships in small settlements to the complexities of modern metropolitan regions.

GEOG. 351 POPULATION GEOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

Studies the spatial aspects of world population numbers, densities, and qualities; emphasizing the economic and social characteristics and mobility of the world's population.

GEOG. 360 ECONOMIC GEOGRAPHY I 3 (3-0-0) Fall or Spring

Relates modern methods of geographic analysis to the study of world patterns of primary projection: agriculture, herding, fishing, forestry, and mining.

GEOG. 361 GEOGRAPHY OF MANUFACTURING 3 (3-0-0)
Fall or Spring, Alternate Years

Analyzes the activities of secondary production. Covers the distribution and consumption of minerals; principles and theory of industrial location; and an analysis of selected industries and manufacturing regions.

GEOG. 370 POLITICAL GEOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A systematic analysis of the geographical nature, policy, and power of the state. Analyzes the growth and development of states, boundary problems, population distribution, colonies, and internal and international political theories.

GEOG. 371 HISTORICAL GEOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A survey of the human geography of the past. Detailed study of topics including the characteristics of colonization, settlement and cultural landscape development in the evolving landscape. Special reference is made to American historical geography.

GEOG. 380 GEOGRAPHY OF THE UNITED STATES AND CANADA 3 (3-0-0)
Fall or Spring

A geographic analysis of the physical environment, resources, industries, population and settlement of Anglo-America north of the Rio Grande. Particular emphasis on geographic regionalism and geographic problems common to the area.

GEOG. 381 GEOGRAPHY OF PENNSYLVANIA 3 (3-0-0)

Topography, climate, resources, historical development, geographic regions of Pennsylvania. Field trips with particular attention to topographic and economic aspects of the Commonwealth.

GEOG. 382 GEOGRAPHY OF MIDDLE AMERICA 3 (3-0-0)

Study of the physical environment, aboriginal and modern culture, and economic geography of Mexico, Central America, and the Caribbean.

GEOG. 383 GEOGRAPHY OF LATIN AMERICA (SOUTH AMERICA) 3 (3-0-0)

Study of the linguistically derived regionalism of America south of the Central American states; analysis and synthesis of geographic factors responsible for regional and sectional development.

GEOG. 384 GEOGRAPHY OF THE SOVIET UNION 3 (3-0-0)

A study of the economic and political structure of the U.S.S.R., emphasizing geographic regions, resources, and industrial development.

GEOG. 385 GEOGRAPHY OF EUROPE 3 (3-0-0)

Systematic treatment of topography, climate, biotic resources and mineral resources, communication, population, and industrial areas; geographic regions of Europe.

GEOG. 386 GEOGRAPHY OF MONSOON ASIA 3 (3-0-0)

A study of the region comprising India, East Pakistan, Burma, and Southeast Asia. Emphasis on analyzing fundamental geographic and associated problems of the area.

GEOG. 387 GEOGRAPHY OF THE FAR EAST 3 (3-0-0)

A systematic and regional analysis of far eastern Asia; with a specific emphasis on the resources, population and economic activities of China, Japan and Korea.

GEOG. 388 GEOGRAPHY OF SOUTHWEST ASIA AND NORTH AFRICA 3 (3-0-0)

A regional analysis of the physical environment, resources, industries, population and settlement of the Islamic World from West Pakistan to Morocco. Special attention is given to the geographic problems related to the area.

GEOG. 389 GEOGRAPHY OF AUSTRALIA AND OCEANIA 3 (3-0-0)

A systematic interpretation of the physical environment, resources, settlements and man-land relationships of the Pacific Islands, Australia, and New Zealand.

GEOG. 402 ADVANCED HUMAN GEOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A systematic study of the approaches, concepts, and methods of human geography. Emphasis is given to man-environment systems and the spatial structure of human behavior within a thematic rather than a regional framework. Prerequisites: Geog. 102 and Geog. 111.

GEOG. 411 ADVANCED CLIMATOLOGY 3 (3-0-0)

Thematic analysis of the nature and distribution of the world's climates with special consideration given to the changing balance of the earth's dynamic atmospheric process and the influence of the atmosphere on terrain, drainage, vegetation and man's habitat.

GEOG. 470 WORLD PROBLEMS IN GEOGRAPHY 1-3 (1, 2, 3, 0-0)
Fall or Spring, Alternate Years

Regional treatment of man-land environmental problems approached from the point-of-view of political geography, cultural geography, or economic geography.

GEOG. 487 GEOGRAPHY OF AFRICA SOUTH OF THE SAHARA 3 (3-0-0)

A systematic study of the basic features of Africa's physical, economic, and cultural geography; analysis of land use patterns, settlement problems, population distributions, political problems, and potentials for economic development.

GEOG. 490 SPECIAL STUDIES IN GEOGRAPHY 3 (3-0-0)

Studies and research in philosophy and methodology, seminars in the geographical aspects of contemporary problems, field projects involving current regional land use problems, field trips in geomorphology and economic geography.

GEOG. 492 FIELD STUDIES OR FIELD METHODS IN GEOGRAPHY 3 (3-0-0)

Introduction to the tools and techniques of geographic field investigation. Observation, note-taking, classification and mapping based on original field work is experienced.

GEOG. 498 SENIOR SEMINAR IN GEOGRAPHY 3 (3-0-0)
Fall or Spring

An overview of the nature, structure, content, concepts, techniques, and methodologies of academic geography. Prerequisites: Geography majors with Junior or Senior class standing.

GEOG. 499 HONORS COURSE IN GEOGRAPHY 3 (3-0-0)

A prerequisite of 18 hours in upper-level geography with at least a B average. The course is designed for upper-division students who can qualify for independent research which will be conducted under the direction and supervision of a designated faculty member of the Geography Department.

COURSE OFFERINGS IN REGIONAL PLANNING

REG. PL. 342 LAND-USE POLICY 3 (3-0-0)
Fall or Spring, Alternate Years

An interpretive synthesis of the precepts and concepts of land-use that encourage and discourage geographic patterns on a changing landscape. Familiarizes the student with the economic, social, and political processes that are especially important for planning which is intended to move regions toward a particular

goal, i.e., optimum use of a finite, conservable, primary resource. Consideration is also given to individual perceptual behavior as it affects regional development.

REG. PL. 362 TECHNIQUES OF GEOGRAPHIC MEASUREMENT
3 (3-0-0)
Fall or Spring, Alternate Years

An introduction to the many and varied methods of geographic measurement such as aerial photographic interpretation, remote sensing, data-gathering techniques, and statistical-computerized analysis. The course is not intended to develop these skills but to familiarize the student with the more advanced methodologies of geographic field research.

REG. PL. 430 MODERN CARTOGRAPHIC TECHNIQUES 3 (3-0-0)
Fall or Spring, Alternate Years

Advanced elements of map design and reproduction. Emphasis on contemporary media used in presenting quantitative data. Prerequisite: Geog. 230.

REG. PL. 450 SETTLEMENT SYSTEMS
3 (3-0-0)
Fall or Spring, Alternate Years

Analysis of the spatial aspects of human settlement problems, including race, sprawl, pollution, transportation, land-use, planning and rehabilitation. Principal focus on America's urban and rural settlements.

REG. PL. 460 TRANSPORT SYSTEMS
3 (3-0-0)
Fall or Spring, Alternate Years

Analysis of the spatial principles and networks of transport systems, including factors of route location, theories of interaction, and the role of transport in space-economy.

REG. PL. 494 PLANNING INTERNSHIP
12 Semester Hours, 1 Academic Term

The opportunity to apply knowledge and skills of planning. An experience in regional or corporate planning offices under the supervision of qualified planners. During this period, observation and conferences are scheduled by the student's advisor and evaluation is made of performance by the supervisory agency. The student is expected to complete at least two individually designed projects of research and field work approved by the advisor in addition to the applied planning practices of the cooperating agency.

REG. PL. 496 PLANNING SEMINAR
3 (3-0-0)
Fall or Spring, Alternate Years

Topical planning discussions of selected current problems, techniques, and research. Individual student research is directed into special fields of inquiry: (1) Coordination within a total national planning system. (2) Communication and education between planners and citizen groups. (3) Regulatory action at all levels of government. (4) Geographic research in variables that contribute to the problems of the cultural environment. (5) Alternates of specific land-use problems. (e.g., land for solid waste disposal).

geology

Geology

Although Mansfield State College does not, at the present time, offer a degree program in Geology, courses have been developed to support other major programs and sequences offered by the College.

COURSE OFFERINGS IN GEOLOGY

GEOL. 121 PHYSICAL GEOLOGY
3 (2-0-2) Fall

A study of the solid portion of the earth, the materials of which it is composed and the processes which are acting on it. Included are such topics as rocks and minerals, weathering and geologic structure.

GEOL. 122 HISTORICAL GEOLOGY
3 (2-0-2) Spring

A study of earth history using the principles of Geol. 121. This includes theories of earth origin, fossils, geologic time and the various techniques used to unravel geologic history. Emphasis is placed on collection and interpretation of evidence gathered in the field and from library research.

GEOL. 232 MINERALOGY 3 (1-0-4)
Spring, even-numbered years.

A detailed study of minerals emphasizing their composition, origin, mode of occurrence, alteration, classification and identification. Prerequisite: one year of college chemistry, which may be taken concurrently.

GEOL. 251 PALEONTOLOGY 3 (1-0-4) *

A detailed study of the fossil remains of animals and plants. Special emphasis is given to the methods of studying fossils, the structures by which the fossils are identified, similarities of fossils to living organisms, and the scientific significance of fossils.

GEOL. 351 STRUCTURAL GEOLOGY
3 (3-0-0)
Spring, odd-numbered years

The analysis of geologic structures and their casual mechanism is approached through applied physics and mathematics. Understanding of the simple geologic structures leads into the world-wide tectonic pattern and the concepts of "continental drift" and "sea floor spreading". Prerequisite: Geol. 121.

GEOL. 352 STRATIGRAPHY AND SEDIMENTATION 3 (2-0-2)
Fall, odd-numbered years

An extensive study of the genesis and distribution of the sedimentary rocks and the reconstruction of the paleo-environment Sedimentary processes and environments of deposition will be studied through detailed analysis of reference sections using the principles of correlation, facies changes, tectonics, and paleontology. Prerequisites: Geol. 251 or permission of instructor.

GEOL. 372 AERIAL PHOTO INTERPRETATION
3 (2-0-2)
Fall, even-numbered years

The interpretation of aerial photographs from a geologic standpoint. Emphasis will be placed on recognizing the underlying geologic structures. It is recommended that Geol. 121 be taken prior to or concurrently.

GEOL. 412 GLACIAL GEOLOGY 3 (3-0-0)
Spring, odd-numbered years

An analytic study of glaciers and the Pleistocene epoch. The origins and mechanics of glacier motion and the landscape features produced during glaciation will be studied. Causes of ice ages and their distribution through geologic time and the methods of Pleistocene stratigraphy will also be considered. Prerequisite: Geol. 121.

GEOL. 417 INDEPENDENT STUDY 1-3 (0-0-0) Fall and Spring

Independent research problems, lab or field oriented, conducted under faculty direction are assigned to qualified students. A study proposal must be submitted prior to enrollment and determination of the number of credits to be earned. The course may be repeated for credit. Prerequisite: Consent of the instructor.

GEOL. 450 ENVIRONMENTAL GEOLOGY 6 (2-0-8) Summer Only

This is a rigorous field-oriented course. Selected topics of Physical Geology are pursued in depth and related to man's use and abuse of his environment. Morning lectures are followed by field trips to observe the phenomena. During the first four weeks the students will also learn geologic investigative techniques. The fifth week the students will spend full time in the field working on an independent problem. There is a written **scientific** paper of the independent problem. Prerequisite: Consent of the instructor.

government and politics

The Department of Government and Politics offers a general background in the fields of American politics, comparative politics, international relations, public administration, criminal justice administration, and political theory, leading to the Bachelor of Arts degree. Courses in the department may be elected for general education credit. In combination with other fields of study, the program assists in the preparation of students who are interested in careers in law, public administration, local government, law enforcement, corrections, urban affairs, teaching, foreign service, public opinion research and journalism.

The department presently has three programs: one leading to the B.A. in Political Science, a B.A. in government and politics with a Criminal Justice emphasis, and a B.S. Social Studies comprehensive-government and politics emphasis. Each of these programs has different requirements. The department has prepared an advisement manual which is available on request from the department chairman.

Since the bachelor's degree is to be regarded as a stepping-stone for careers and further education, students are advised to elect methods courses which are consonant with their career interests: pre-law students should take a course in logic; students interested in criminal justice and public administration should take courses in statistics and/or computer programming; students interested in the Foreign Service should plan an appropriate language background; those who are planning to attend graduate school should consult the requirements of the school to which they plan to apply.

COURSE OFFERINGS IN AMERICAN-PUBLIC ADMINISTRATION

PSCI 201 AMERICAN POLITICS 3 (2-1-0)
Fall and Spring

A study of the basic organization of our national government, covering democratic principles, constitutional foundations, federalism, civil rights, the political party system, governmental branches and their functions, federal regulations and welfare services. Required for political science majors.

PSCI 202 STATE AND LOCAL POLITICS
3 (2-1-0) Fall and Spring

The organization, functions and processes of states and their sub-divisions. The discussion of trends in state-to-state relations, state political party systems and interest groups. Emphasis on current problems of federalism: national-local relations, revenue sharing, welfare and aid to education.

PSCI 240 PUBLIC ADMINISTRATION
3 (3-0-0) Fall and Spring

An examination of the roles and characteristics of bureaucracy in modern government. Administrative decision-making is analyzed in terms of the relationship between organizational structures and social and political environments.

PSCI 301 THE AMERICAN PRESIDENCY
3 (1-2-0) Fall, Alternate Years

A study of the presidential office and the men who have held it. Emphasis will be placed upon the development of the Presidency in recent times and the many interrelated roles performed by the Chief Executive in the political system.

PSCI 302 THE LEGISLATIVE PROCESS
3 (1-2-0) Fall, Alternate Years

An examination of the legislative process at both the state and national levels to understand the role of the legislature and the legislator within the political system.

PSCI 303 POLITICAL PARTIES 3 (1-2-0)
Fall, Alternate Years

Development and nature of the American two-party system; the interaction of political parties and interest groups; the nomination and electoral system; the political party in government.

PSCI 304 PUBLIC OPINION 3 (1-2-0)
Fall, Alternate Years

Analysis of the role of public opinion in the political system. The process by which political opinions are formed, communicated and influence political behavior. The design and administration of a survey to measure political opinions.

PSCI 305 URBAN AFFAIRS 3 (1-2-0)
Fall, Alternate Years

An analysis of the interrelated problems of class, race, and social change in urban places. Attention will be given to political organizations, minority groups and the relationships between local and national politics. Special emphasis is placed on the public policies directed toward the problems of the cities.

PSCI 321 CONSTITUTIONAL LAW 3 (1-2-0)
Fall, Alternate Years

An inquiry into the general principles of the American constitutional system with special reference to the role of the judiciary in the interpretation, enforcement and development of the Federal constitution.

PSCI 323 CIVIL RIGHTS AND CIVIL LIBERTIES
3 (1-2-0) Spring

A study of civil rights in the American constitutional system with special reference to the role of the judiciary in the interpreta-

tion, enforcement and development of the Federal constitution.

PSCI 324 ADMINISTRATION OF JUSTICE 3 (1-2-0) Spring, Alternate Years

An examination of the role and function of the judiciary in the policy-making process. Emphasis is placed on the variables affecting the process of judicial decision-making as well as a study of modes of compliance by the populace to judicial decisions.

PSCI 342 MANAGEMENT AND ORGANIZATION 3 (2-1-0) Fall

An examination of the development of varied major approaches and "theories" of organization and administration, with special emphasis on evolving concepts about organization-administrative behavior.

PSCI 343 COMPARATIVE PUBLIC ADMINISTRATION 3 (2-1-0) Fall

An examination and analysis of the salient characteristics of Western and developing administrative systems with emphasis on the political, socio-economic, and cultural variables affecting Public Administration in such bureaucratic politics.

PSCI 367 FINANCIAL SYSTEMS AND BUDGETARY POLITICS 3 (3-0-0) Spring, Alternate Years

An examination of the development of budgeting and budgeting reform from early "accountability", through "effectiveness and efficiency", to current "planning and programming" concepts. Attention is given to the management science school with emphasis on the budget as a planning document. Equal emphasis is given to the study of the political process in budgeting, with an attempt to reconcile political rationality with management science.

COURSE OFFERINGS IN INTERNATIONAL-COMPARATIVE POLITICS

PSCI 210 INTERNATIONAL RELATIONS 3 (2-1-0) Fall

Examination of twentieth century problems of the nation-state system; power, national interest, alliances, neutralism, colonialism, regionalism and the United Nations.

PSCI 310 U.S. FOREIGN POLICY 3 (2-1-0) Spring, Alternate Years

United States foreign policy in the period since World War II is examined with emphasis on American interests in key areas, American values in foreign policy, roles of leaders instrumental in creating and developing foreign policy objectives.

PSCI 312 COMPARATIVE POLITICS: EUROPE 3 (2-1-0) Spring

The political systems of Great Britain, France, West Germany and the Soviet Union will be studied and compared. Investigation of political cultures, elites, party systems and the policy-making processes, factors contributing to consensus and cleavage, problems of technological societies.

PSCI 313 THE SOVIET UNION AND THE COMMUNIST BLOC 3 (1-2-0) Fall, Alternate Years

A survey of the political system of the USSR and satellite nations. The following topics will be examined: the Communist Party, planning, liberalization, political socialization and recruitment. Interaction of the communist bloc nations and their relationships with western nations and non-allied nations.

PSCI 314 COMPARATIVE POLITICS: ASIA 3 (2-1-0) Spring, Alternate Years

A course intended to give students the opportunity to study the major political sys-

tems of Asia: China, Japan and India. It will compare political cultures, analyze the process of political socialization, evaluate the manner in which the elites of the country are recruited and how they function. Factors making for unity and disunity will be discussed. The role of national planning as a political force will be examined.

PSCI 315 LATIN AMERICAN POLITICS 3 (1-2-0) Fall, Alternate Years

A comparative study of the forces for political instability and development and the major groups competing for power in Latin American political systems.

PSCI 316 AFRICAN POLITICS 3 (2-1-0) Fall, Alternate Years

A survey of contemporary developments in the politics of sub-Saharan Africa, with special emphasis on the problems of national independence and the role of Africa in world affairs.

PSCI 317 MIDDLE EASTERN POLITICS 3 (2-1-0) Spring, Alternate Years

A comparative study of the North African and Eastern Mediterranean areas from the point-of-view of the separate attempts of the authoritarian and the revolutionary states to achieve political stability and development.

PSCI 412 COMPARATIVE POLITICAL DEVELOPMENT 3 (2-1-0) Spring, Alternate Years

An examination of the problems that new nations have encountered in the attempt to create viable political institutions. The following topics will be studied: the colonial heritage, the search for national identity, the single-party state, political elites, the military, consensus, bureaucracy, nation building.

COURSE OFFERINGS IN THEORY-METHODOLOGY

PSCI 235 INTRODUCTION TO POLITICAL ANALYSIS 3 (1-2-0) Spring

This course deals with the methods of comparison and introductory political analysis as applied to political systems and individual political behavior. Examination of power, authority, leadership, decision-making, voting behavior. Examples will be drawn primarily from the American political process. Designed for political science majors.

PSCI 330 CLASSICAL POLITICAL THEORY 3 (1-2-0) Fall, Alternate Years

The first of a three-part series of courses. Political Theory I studies the work of the major political theorists from Ancient Greece to the Italian Renaissance. Among the major philosophers examined are Plato, Aristotle, Cicero, Machiavelli.

PSCI 331 MAN AND THE STATE 3 (2-1-0) Spring, Alternate Years

The second of a three-part series of courses. Man and the State studies the work of the major political theorists from the German Reformation to the end of the French Revolution. Among the theorists examined will be Bodin, Hobbes, Locke, Montesquieu, Rosseau, Burke, and Bentham.

PSCI 333 FOUNDATIONS OF MODERN POLITICAL THOUGHT 3 (1-2-0) Spring, Alternate Years

This course investigates the major political ideas of the 19th century — liberalism, conservatism, nationalism, socialism, and communism — as the foundation for 20th century ideologies, with emphasis on their analysis as attempts to solve the problems of industrial society.

PSCI 334 CONTEMPORARY MILITANT SOCIALISM 3 (1-2-0)
Spring, Alternate Years

This course features New Left Socialism, the socialist writers of the third world: Fanon, Guevera, Mao, as well as such black militant writers as Malcolm X and Eldridge Cleaver.

PSCI 430 SCOPE AND METHODS 3 (1-2-0)
Spring

This course is designed to examine the present state of knowledge in Political Science, review the nature of scientific inquiry, consider its applicability to Political Science, examine various methods of research, and evaluate their applicability to Political Science through examining significant recent studies in the field. Interdisciplinary approaches and bibliographical techniques are also reviewed.

PSCI 490 INDEPENDENT STUDY
(Credit Arranged)

This course is designed to permit the advanced student to study a topic and conduct a research project in depth under faculty supervision. The problem studied should be one with which the student is already familiar from prior course work. The student must submit a written paper or term report. Registration requires the approval of the department chairman and the sponsorship of a faculty member who agrees to supervise the work. Number of credit hours to be assigned by instructor. May be repeated for credit.

COURSE OFFERINGS IN CRIMINAL JUSTICE ADMINISTRATON

CJA 250 INTRODUCTION TO THE ADMINISTRATION OF CRIMINAL JUSTICE 3 (3-0-0) Fall and Spring

An introduction to the field of criminal justice; the historical development of the police, courts and correctional institutions of government; the conceptual and philosophical issues relating to contemporary law enforcement, courts and corrections, the literature, studies, research, and authorities in criminal justice; careers in criminal justice.

CJA 251 POLICE-COMMUNITY RELATIONS 3 (3-0-0) Fall and Spring

Basic definitions; rule of law; psychological and sociological aspects of police-community relations; police and minority groups; social change and law enforcement; principles of programming in police-community relations; police discretion; police role, police problems.

CJA 252 POLICE ADMINISTRATION I 3 (3-0-0) Fall

Principles, theory and concepts related to organization and management in law enforcement and public safety agencies; the evaluation of administrative devices; an analysis of major issues, organizational problems, and planning and research.

CJA 255 INTRODUCTION TO CORRECTIONS ADMINISTRATION 3 (3-0-0) Fall

Origin and history of incarceration practices and procedures; associated sociological, criminological and penological concepts, categories of inmates and laws affecting classification; special custody problems and treatment programs; staff organization — professional, administrative and custodial; personnel training, recruitment and promotions; interagency relationships and cooperation, release programs, furloughs, work-release and final discharge.

CJA 256 PROBATION, PAROLE AND PARDONS 3 (3-0-0)
Fall and Spring

Examination of community treatment in the correctional process; contemporary usage

of pre-sentence investigation, selection, supervision, release of probationers and parolees.

CJA 257 CORRECTIONAL INSTITUTIONS AND SERVICES 3 (3-0-0) Spring

Intensive analysis of intramural and extramural programs for juvenile and adult offenders; professional functions in the total correctional process.

CJA 354 CRIMINAL LAW 3 (3-0-0) Fall

Principles, theories and doctrines of the law of crimes with a unified study of legal defenses; elements and proof in crimes of frequent concern; importance of criminal law at the enforcement level is considered from crime prevention to the courtroom; case analysis.

CJA 355 EVIDENCE AND CRIMINAL PROCEDURE 3 (3-0-0) Spring

Rules of evidence of particular import at the operational level in law enforcement; types of evidence; principles of admissibility; the attendance and production of witnesses, their competency and impeachment; arrest, search and seizure; use of force; Supreme Court decisions effecting this area of criminal justice administration.

CJA 356 LAW OF CORRECTIONS 3 (3-0-0) Fall and Spring

Analysis of the legal dimensions of sentencing; the correctional treatment of persons under sentence, and conditional release and revocation with emphasis on administrative decision-making in the correctional process.

CJA 357 CORRECTIONAL STRATEGIES 3 (3-0-0) Spring, Alternate Years

Offender classification; special offender groups, treatment, custody, recidivism; strategies designed to change offender conduct.

CJA 359 JUVENILE JUSTICE 3 (3-0-0) Fall and Spring

Structure and format of the juvenile justice system — police, courts and corrections; analysis and description of the organizational structure of each of the subsystems of the juvenile justice process; introduction to juvenile justice literature and research findings.

CJA 450 PRACTICUM IN CRIMINAL JUSTICE ADMINISTRATION 15-40 hour weeks

Educational and work experience in an actual criminal justice agency — law enforcement, courts, and corrections; work-study plan; applicable agency research project; periodic conference with criminal justice agency personnel and faculty advisor.

health and physical education

Although Mansfield State College does not offer a degree program in Health and Physical Education, courses have been developed to support other major programs and sequences offered by the College.

COURSE OFFERINGS IN HEALTH AND PHYSICAL EDUCATION

HPE. 100 HEALTH (Personal and Community) 2 (2-0-0) Fall and Spring

Health education to include health services, health instruction and health environment dealing with contemporary principles, practices and concepts serving personal, family and community health. Includes individual counseling and guidance.

HPE. 101, 102, 203 PHYSICAL EDUCATION I (2-0-0) Fall and Spring

Emphasis on the development of fundamental skills in season activities for individual, dual and team sports. Participation in lifetime activities to include aquatics and various areas of dance. One credit per semester.

HPE. 310 PHYSICAL EDUCATION 3 (3-0-0) Fall and Spring

A comprehensive analysis of the physically, emotionally, and socially handicapped student. Includes selected activities and achievement standards in the field of health, physical education and athletics. These activities will be changed from year to year to assure that a progressive sequence of learning is present.

HPE. 320 BASIC FOOTBALL Semester Hours 3 (1-1-2) Spring

Description of course: The student is given the opportunity to acquaint himself with the methods, techniques and psychology used in coaching football. The purpose of the course is to teach the methods, techniques and psychology used in coaching football, to give the prospective coach a knowledge of the personal problems in motivating and handling individual players, to teach the prospective coach the various types of offensive and defensive formations employed in football, to give the prospective coach an understanding of the need for, and familiarity with a detailed daily and progressively integral program for the entire season, and to give the prospective coach an understanding of the importance of the care and careful purchase of equipment.

HPE. 330 COACHING BASKETBALL Semester Hours 3 (1-1-2) Fall

Description of course: Practical training in the areas of basketball fundamentals, individual and team play, strategy and the psychology of coaching. The purpose is because many Mansfield State College students wish to become basketball coaches. This course will supply practical knowledge and techniques in the skills needed for basketball coaching. Many graduates enter coaching with very little practical coaching background. We could also offer the course as in-service training for teachers who are presently coaching or who desire to do so.

HPE. 350 METHODS I (Teaching of Health and Physical Education in Elementary Schools) 2 (2-0-0) Fall and Spring

Principles, problems, materials and techniques for conducting the health and physical education programs in the elementary school.

history

The Bachelor of Arts program in history is designed for individuals who might wish to seek employment in Federal and State governmental agencies, social and private agencies, museums, archives, the Federal Bureau of Investigation, or for a career in teaching on the college or university level. In the latter case advanced professional study leading to the M.A. and Ph.D. is required. The B.A. in history will enable the qualified student to enter graduate school, in pursuance of these advanced degrees or to prepare for admission to law school, medical school or the ministry. This program will provide the undergraduate with a full understanding of the methods and concepts of historical investigation, an acquaintanceship with the various schools of historical interpretation, and the necessary preparation for a successful and rewarding career as a professional historian.

Requirements for the B.A. degree in history: A total of 33-36 semester hours in history is required for a history major. During the first four semesters the potential history major is advised to include Hist. 101 and/or Hist. 102 and Hist. 201 and/or Hist. 202, in his schedule since at least one course from each group will be required to fulfill the major. The history major must also take history 300, Historiography in his junior year. The History major requires a minimum of 18 semester hours of upper-division history courses but no more than 12 semester hours should be in any one of the following areas: American, European, or Third World (the emerging nations of Asia, Africa, Near and Middle East or Latin America). In addition, 3 semester hours are required in Third World History and 3 additional semester hours in Third World History or Third World Social Science courses (anthropology, geography, or political science). Also required are 12 semester hours selected from course offerings in the social sciences (anthropology, economics, geography, political science, psychology or sociology).

For the B.S. social studies comprehensive-history emphasis, the following departmentally required courses in General Education must be completed: Hist. 101, 102, 201 and 202.

Upper-division courses required for the B.S. include: Hist. 300, Historiography, taken in the junior year, Hist. 307, 365, 404 and one upper-division course in United States History, one in Third World (the emerging nations or Asia, Africa, the Middle and Near East or Latin America), and one in Third World History or Third World anthropology, geography, or political science and one free history elective. A total of 33-36 semester hours of history is required to fulfill the B.S. social studies-history emphasis. In addition, the student must take 21 semester hours in the social sciences; 2 semester hours are required such as anthropology or sociology, human geography, American politics, general psychology; 9 semester hours are free electives with no more than 6 in any one discipline.

COURSE OFFERINGS IN HISTORY

HIST. 101 WESTERN CIVILIZATION I
3 (3-0-0) Fall and Spring

A survey of significant ideas, events, and cultural developments in man's history from the emergence of ancient civilizations to early modern times. (circa 1660)

HIST. 102 WESTERN CIVILIZATION II
3 (3-0-0) Fall and Spring

A continuation of History 101. From early modern times to the present.

HIST. 104 THE WORLD IN THE TWENTIETH CENTURY 3 (3-0-0) Spring

A study of the forces and concepts operating in the modern world with emphasis on

the trouble spots at the present time. For non-history majors only.

HIST. 201 AMERICAN HISTORY THROUGH THE CIVIL WAR 3 (3-0-0)
Fall and Spring

A survey of American history from 17th century colonization to the period of revolution, independence and formation of the federal union; nationalism, sectionalism and growth of democracy in the 19th century to the Civil War.

HIST. 202 AMERICAN HISTORY — RECONSTRUCTION TO THE PRESENT 3 (3-0-0) Fall and Spring

A continuation of Hist. 201. Significant trends and events in the rise of the industrial-union society; domestic and foreign development of an emerging world power; increasing international involvement and world leadership in the atomic era.

HIST. 287 THE FAR EAST IN THE 20th CENTURY 3 (3-0-0) Fall

Traditional cultures and institutions of China and Japan. The impact of the West on the Far East. The emergence of Communist China. United States foreign policy in relation to the Far East.

HIST. 300 HISTORIOGRAPHY 3 (3-0-0)
Fall and Spring

This course introduces the student to the discipline, methods and techniques of historical research and writing and also to the major interpretations of history and historiographical writings. Required of all history majors in the junior year.

HIST. 301 HISTORY OF COLONIAL AMERICA TO 1763 3 (3-0-0)
Fall, Odd-numbered Years

A study of the exploration and settlement of North America with special emphasis on the 13 English colonies. The various political, social and economic developments in the American colonies before 1763 will be examined.

HIST. 302 THE REVOLUTION AND EARLY NATIONAL PERIOD 1763-1800 3 (3-0-0)
Spring, Even-numbered Years

Special emphasis of the course will be on the movement for American independence and events during the Revolutionary War and early national period of the 1790's.

HIST. 303 THE NATIONAL PERIOD 1800-1848 3 (3-0-0)
Fall, Even-Numbered Years

Analysis of the development of the United States as a new nation with emphasis upon the major social, political, economic and diplomatic events of the period.

HIST. 304 HISTORY OF THE CIVIL WAR AND RECONSTRUCTION 3 (3-0-0)
Spring

The background of sectional controversy; constitutional issues, secession and military conflict; the aftermath of the war, North and South, with particular emphasis on political development in the period of reconstruction ending in 1877.

HIST. 305 THE EMERGENCE OF THE U.S. AS AN INDUSTRIAL AND WORLD POWER 3 (3-0-0)
Spring, Odd-numbered Years

An analytical study of America's emergence as an industrial power and her departure from isolationism. Particular emphasis will be placed upon the administrations of Theodore Roosevelt and Woodrow Wilson.

HIST. 306 AMERICA BETWEEN THE WARS
3 (3-0-0) Fall and Spring

American politics, diplomacy and society in World War I, the nervous Twenties, the Depression Decade and World War II.

HIST. 307 CONTEMPORARY AMERICA
3 (3-0-0) Fall and Spring

American political, diplomatic and social developments in the Atomic Era.

HIST. 340 THE ANCIENT WORLD 3 (3-0-0)
Spring, Even-numbered Years

A study of the history and culture of the ancient civilizations to the fall of Rome in A.D. 476.

HIST. 344, 345 HISTORY OF MEDIEVAL EUROPE 3 (3-0-0), 3 (3-0-0)
Fall and Spring,
Odd-numbered Years

The political, socio-economic and cultural development of the civilization of Medieval Europe from the fall of Rome to the Crusades. Second semester deals with the Medieval synthesis in the High Middle Ages.

HIST. 346 RENAISSANCE AND REFORMATION 3 (3-0-0)
Spring, Odd-numbered Years

An examination of the political, social, economic and cultural forces involved in the transition from Medieval western society with particular attention to the rise of national states and the growth of individuals.

HIST. 350, 351 HISTORY OF ENGLAND
3 (3-0-0), 3 (3-0-0)
Fall and Spring,
Even-numbered Years

A survey of the political and constitutional, social, intellectual and economic history of the British people from early times to the present. First semester, early times to 1485, second semester, 1485 to the present.

HIST. 358, 359 RUSSIA: A HISTORY OF ITS ORIGINS TO THE REVOLUTION OF 1917 3 (3-0-0), 3 (3-0-0)
Fall and Spring,
Odd-numbered Years

An overall view of significant and recurring themes in Russian history up to 1917, with a close analysis of the substance, form and nature of the thousand year course of Russian history. Comparison of the development of Russia with that of other states and an examination of the essential roots underlying the modern Soviet state. First semester to 1725, second semester 1725-1917.

HIST. 360 THE AGE OF KINGS 3 (3-0-0)
Fall, Odd-numbered Years

The emergence of European states with a focus on the domestic and international forces shaping the 17th and 18th centuries.

HIST. 361 REVOLUTION IN MEN'S MINDS
3 (3-0-0)
Spring, Even-numbered Years

The scientific revolution and age of Enlightenment during the 17th and 18th centuries respectively with an emphasis on such thinkers as Bacon, Galileo, Newton, Voltaire, Diderot and Rousseau.

HIST. 362, 363 EUROPE IN THE NINETEENTH CENTURY
3 (3-0-0), 3 (3-0-0)
Fall and Spring,
Even-numbered Years

European social, political, economic and cultural developments from the Congress of Vienna to World War I with special emphasis upon the Concert system, socialism and communism, revolution, the alliance system, nationalism and imperialism. First semester, 1815-1870, second semester, 1871-1914.

HIST. 364, 365 EUROPE IN THE TWENTIETH CENTURY 3 (3-0-0), 3 (3-0-0)
Fall and Spring

A study of political, economic and cultural developments in Europe in the twentieth century with particular attention to the factors involved in the two World Wars and their global impact and significance. First semester, 1914-1939, second semester, World War II and its aftermath.

HIST. 375 COLONIAL LATIN AMERICA
3 (3-0-0) Fall

A discussion of the colonial era focusing on Pre-Columbian civilization, the conquerors, the creation of Spanish and Portuguese institutions for mastery of multi-racial society, the reforms of the 18th century and the independence struggles.

HIST. 376 MODERN LATIN AMERICA
3 (3-0-0) Spring

A survey of the modern period emphasizing the difficulty in creating a national self-identity, the impact of liberal and conservative philosophies in the 19th century and the viability of revolutionary vs. non-revolutionary approaches to the problems of the 20th century Latin America.

HIST. 385 HISTORY OF THE MIDDLE EAST
3 (3-0-0)
Fall, Even-numbered Years

The major political, economic and cultural features of the Middle East with particular emphasis on modern colonialism in the area. Zionism, the rise of the Arab states contemporary relations with other nations of the world.

HIST. 386 HISTORY OF SOUTHEAST ASIA
3 (3-0-0)
Spring, Odd-numbered Years

A survey in the histories of peoples and states of Southeast Asia, Burma, Thailand, Cambodia, Laos, Vietnam, Malaysia, Indonesia and the Philippines. The course covers the history of Southeast Asia from the Portuguese impact in the 16th century to the influence of the United States in the 20th century. Southeast Asia is examined in the age of imperialism, colonialism, nationalism, and independence.

HIST. 401 HISTORY OF PENNSYLVANIA
3 (3-0-0)
Fall, Even-numbered Years and Summer School

A study of the founding and development of Pennsylvania social, political and economic characteristics of the Commonwealth, the diversity of its people, their contributions to the nation.

HIST. 402, 403 DIPLOMATIC HISTORY OF THE UNITED STATES
3 (3-0-0), 3 (3-0-0)
Fall and Spring,
Odd-numbered Years

History of American foreign relations from the Revolution to the present; exploration of underlying concepts and other influencing factors in American diplomatic negotiations. First semester from the revolution through the Spanish-American war; second semester the twentieth century.

HIST. 405, 406 THE WESTWARD MOVEMENT IN AMERICA
3 (3-0-0), 3 (3-0-0)
Fall and Spring,
Odd-numbered Years

Discussion of the settlement of the various geographic areas comprising the United States and the influence of westward expansion on the political, social and economic development of the American people. First semester the westward movement east of the Mississippi River; second semester, the trans-Mississippi West.

HIST. 407 IDEAS AND CLUTURE IN EARLY AMERICA 3 (3-0-0)
Fall, Even-numbered Years

A survey of the history of ideas in America from Colonial times to the Civil War. Emphasis is placed upon Puritanism, the American Enlightenment, and the Romantics.

HIST. 408 IDEAS AND CULTURE IN RECENT AMERICA 3 (3-0-0)
Spring, Even-numbered Years

A survey of American ideas since the Civil War with emphasis on Social Darwinism, Pragmatism, progressivism, literary realism and more recent concepts within 20th Century economic and social thought.

HIST. 409 BLACK MAN IN WHITE AMERICA TO 1865 3 (3-0-0) Fall

Topical foci include Africa as the stolen heritage, the Atlantic slave trade as psychic cultural shock, the rural slave as master dissembler and latent insurrectionist, the urban slave as alienated protester and the Civil War as the impossible dream. Thematic emphasis centers upon black resistance with the quest for a black identity.

HIST. 410 BLACK MAN IN WHITE AMERICA FROM 1865
3 (3-0-0) Spring

Topical foci include Reconstruction as the lost opportunity, segregation and disfranchisement as the ultimate put down, lynching as a manifestation of white sublimal inferiority, the Harlem Renaissance as identity crisis, and the Negro Revolution as assimilation vs. separatism. Thematic emphases center upon black resistance and the quest for a black identity.

HIST. 451 FRENCH REVOLUTION AND NAPOLEON 3 (3-0-0)
Fall, Even-numbered Years

A study of the causes, course and impact of the French Revolution and Napoleon on France and Europe from 1789 to 1815.

HIST. 453 RISE OF MODERN SPAIN
3 (3-0-0) Fall, Odd-numbered Years

A survey of Spanish history from the Catholic Monarch to the present. Topics to be studied will include the role of the great estate, the shifts between idealism and conservatism, the position of the Catholic Church, the impact of industrialization, and the failure of liberalism in the 20th Century. The course will follow a chronological framework but will be essentially topical in nature.

HIST. 455 HISTORY OF MODERN GERMANY
3 (3-0-0) Fall, Odd-numbered Years

Consideration of the forces of German unity from the rise of Brandenburg-Prussia with emphasis on the influence of Frederick the Great, the Bismarckian accomplishment of 1870, Imperial, Weimar and Nazi Germany.

HIST. 458 THE SOVIET UNION 3 (3-0-0)
Fall, Even-numbered Years

A history of the Bolshevik Revolution and the founding of the Soviet Union; emphasis is on the internal and external factors involved in world Communism and Soviet power politics.

HIST. 466 ECONOMICS AND SOCIAL HISTORY OF EUROPE 3 (3-0-0)
Fall

Economic impact and dislocations leading to social changes in European society which resulted from the industrial revolution, imperialism, two world wars, the Russian Revolution, Fascism, the Great Depression and the Cold War.

HIST. 470 HISTORY OF MEXICO 3 (3-0-0)
Spring, Odd-numbered Years

A survey of Mexican history from pre-Colombian civilizations to the present. Par-

ticular attention will be given to the interaction of various racial groups, the formation of a distinct Mexican national identity and class conflicts.

HIST. 495 INDEPENDENT STUDY
1-3 (1-3-0-0) Spring and Fall

This course is designed to provide a program of special study for superior students in history. Qualified senior history majors would work under the guidance of members of the History Faculty in an in-depth reading program on a topic selected by the student and approved by the department. Normally an extensive research paper and written examination will be included in the course.

The home economics curriculum emphasizes both the theoretical and practical bases which contribute to preparing home economists who will work professionally or as volunteers to improve the quality life of individuals and families. Four major home economics programs are offered and from which the student may choose one of six options: Home Economics Education, Food Service, Consumer Service with options in Food and Equipment and in Clothing and Textiles, Child and Family Service with options in Child Service and in Family Service. Common to all four of the home economics programs is a core of introductory home economics courses which provide the opportunity to survey the many and varied professional opportunities in home economics. They are HEc. 100, 101, 111, 121, 131, and 321.

Each of the four home economics programs consist of three parts. Studies in general education help the student to broaden her academic background and to provide some depth study in the root disciplines upon which home economics is based, including humanities, natural sciences, social sciences, mathematics and languages. Courses in the professional area provide the practical and theoretical background which help one to achieve competencies necessary for becoming a professional home economist. Courses in home economics, the area of specialization, provide some expertise in at least one of the five areas of home economics and an acquaintance with the other areas of home economics. General education requirements are met for the most part during the first two years, or lower division. Also, during the first two years home economics students complete approximately a third of the home economics requirements. Upper division, or the last two years, include the professional courses and more advanced work in home economics.

Completion of the Home Economics Edu-

cation program satisfies the requirements for certification to teach home economics from kindergarten through grade twelve in Pennsylvania schools. Home Economics Education graduates are qualified to teach in both gainful or occupational programs and in useful or homemaking programs. For the home economics teacher, breadth and some depth study in the five areas of home economics, includes child development and family relationships, clothing and textiles, consumer education and management, food and nutrition, and housing. Beginning in the sophomore year students majoring in Home Economics Education have professional experience in schools culminating in a semester during the senior year which blocks in the same semester student teaching with advanced home economics education courses.

Courses recommended for the first four semesters in Home Economics Education are: Psy. 100, Bio. 101, Chem. 101 and 102; HEc. 100, 101, 111, 121, 131, 201, 215, 216, 232, 321, and 290v.

Other courses in the Home Economics Education curriculum are: Psy. 230, Ed. 302, Ed. 401: HEc. 390v, 391v, 392v, 231, 323, 421, 490v and 491v.

The Food Service Program prepares its graduates to become dietitians or supervisors in school, industrial, commercial, or institutional food service operations. The content of this program relies heavily on technical courses in food and nutrition, psychology, personnel management, and related sciences including chemistry, biochemistry, physiology, and microbiology. Courses recommended for the first four semesters are: Chem. 101 and 102, Bio. 101, Psy. 100, Soc. 111, Ma. 107 or CIS. 110, Bio. 332, Psy. 230, Ed. 302; HEc. 100, 101, 111, 121, 131, 215, 216, 224. Other courses in the food service curriculum include: Chem. 341, Bio. 233, Bio. 340; HEc. 231, 232, 323, 391v, 410, 417, 418, 419. The following courses may be taken at another institution until they are offered at Mansfield: Quantity Food Preparation and Marketing, Institution and Personnel Management, Quantity Food Purchasing, and Institutional Equipment.

The Consumer Service Program, with its two options, is selected by home economics students, who plan to become home economists in business. Completion of the food and equipment option leads to employment as home economists or consumer specialists by food or household equipment manufacturers, by public utility companies, or by agencies serving the consumer. These students concentrate in the area of food and equipment, supported by course work in chemistry, physics, psychology, business practices, economics, sociology. Recommended courses for the first two years of the Food and Equipment option include: Psy. 100, Bio. 101, Spc. 201, Chem. 101 and 102, Pol. Sci. 201, Ma. 107, Econ. 201, and Ed. 302; HEc. 100, 101, 111, 121, 131, 215, 216, 224 and 321. Other courses in the Consumer Service-Food and Equipment option include: Art 342, Bio. 332, Eng. 334, Household Physics, Psy. 230, Soc. 111, Ed. 420; HEc. 323, 409, 416, 417, 418, 421. Students selecting the Consumer Service-Clothing and Textiles option are prepared for entry-level positions in merchandising and with clothing manufacturers, pattern companies and other companies producing items used in clothing construction. Clothing and textile courses including tailoring, flat pattern design, creative draping, and textile analysis constitute specialized home economics courses in this option. Supporting courses are art, journalism, photography, psychology, and sociology. Recommended courses for the first two years of the Consumer Service-Clothing and Textiles option include: Psy. 100, Bio. 101, Chem. 101 and 102, Ma. 107, Soc. 111, Art 210, Spc. 201, Psy. 230; HEc. 100, 101, 102, 111, 121, 131, 201, 202, and 321. Other

courses in the consumer service-clothing and textile option include: Art 241, Art 345, Eng. 334, CIS. 110, Art 342, Ed. 420; HEc. 302, 303, 304, 323, 403, 404, 405, 409, and 416.

The Child and Family Service Program with one option in Child Service provides the opportunity to specialize in work with young children as in day care centers, and as home economics child specialists employed by agencies serving children. Students enrolled in the Child option emphasizes child development courses supported by course work in biology, genetics, psychology, sociology, and anthropology. The Family option of the Child and Family Service Program leads to positions for home economics social workers who provide special consultant and educational services for families through private and public agencies. Course work includes a concentration in social science courses, such as psychology, sociology, anthropology, and in science courses such as physiology and genetics. Courses recommended for the first four semesters for both options in the Child and Family Service Programs include: Bio. 101, Psy. 100, Sp. Ed. 101, Art 101, Soc. 111, Mus. 100 and Anthro. 201; HEc. 100, 101, 111, 121, 131, 231, 232, and 333 or 335. Other courses in the Child and Family Service Program-Child option include: Phil. 201, Bio. 340, Sp. Ed. 330, HEc. 215, 317, 323, 330, 333 or 335, 334, 435, 436, 437, 439. Additional courses in the Child and Family Service Program-Family option include: Bio. 340, Phil. 201; HEc. 215, 304, 317, 323, 330, 332, 333, 334, 336, 438, and 439.

Home economics students, having achieved a B average, may elect to spend one semester or a summer during the junior or senior years at the Merrill-Palmer Institute of Human Development and Family Life in Detroit, Michigan.

Students transferring into the Home Economics Program at Mansfield will have their transfer credits evaluated in terms of the program in effect at Mansfield, and they may be advised to enroll in courses which will develop competency for becoming professional home economists.

COURSE OFFERINGS IN HOME ECONOMICS

HEc. 100 HOME ECONOMICS ORIENTATION 1 (1-0-0) Fall and Spring

Survey of home economics philosophy and professional orientation. Emphasizes historical and sociological development of the family as the core of home economics.

HEc. 101 CLOTHING AND MAN (core course) 3 (3-0-0) Fall and Spring

An exploration of clothing selection based upon art principles, a study of the clothing industry, of government legislation and trade rules, and of the social-psychological implications of clothing for the consumer.

HEc. 102 FUNDAMENTALS OF FASHION 2 (2-0-0) Fall or Spring

Art principles related to fashion and to fashion trends. A study of design in couture and ready-to-wear clothing. An in depth analysis of figure types. Prerequisite: HEc. 101.

HEc. 111 NUTRITIONAL ECOLOGY OF MAN (core course) 3 (3-0-0) Fall and Spring

A study of the psychological, cultural, sociological, and economic aspects of food. A study of the principles of nutrition and basic food groups with assessment of the students' dietary habits.

HEc. 121 PERSONAL AND FAMILY MANAGEMENT (core course) 2 (2-0-0) Fall and Spring

An introductory course focusing upon techniques of personal and family management. The course emphasizes management of individual and family resources as related to human needs, values, and goals. Experiences will be provided and exploration made of decision-making as influenced by such factors as family life cycle, life styles, man-woman roles, socio-economic variations, and aspirations of family members. Management and conservation of time, energy, income, community, and environmental resources will be analyzed.

HEc. 131 INTRODUCTION TO CHILD AND FAMILY (core course) 2 (2-0-0) Fall and Spring

A core course to facilitate choices available in home economics to provide basic knowledge in child and family.

HEc. 201 FUNDAMENTALS OF CLOTHING CONSTRUCTION 3 (1-0-4) Fall and Spring

An introduction to pattern and fabric selection, to the variety of construction techniques, and to the methods of fitting garments. Directed laboratory experience provides an opportunity to solve individual clothing problems through the application of principles.

HEc. 202 TEXTILES 2 (2-0-0) Fall and Spring

A study of the chemical and physical properties of fibers, the construction of yarns, the construction of fabrics, and the finishes used on fabrics. This course is oriented to the student who has little knowledge of chemistry.

HEc. 210 SOCIAL USAGE 1 (1-0-0) Fall and Spring

Essentials of good manners and accepted standards of conduct in professional and social situations.

HEc. 215 PRINCIPLES OF FOOD 3 (1-0-4) Fall

The application of physical and chemical principles as related to the selection, preparation, and preservation of food.

HEc. 216 FOOD FOR THE FAMILY 3 (1-0-4) Spring

Consumer education in food production, supply, marketing, and budgeting; styles of meal service; practice in meal-time management and etiquette.

HEc. 224 HOUSEHOLD EQUIPMENT 2 (1-0-2) Fall and Spring

Selection, use, care and testing of household equipment. Large equipment is dealt with in the interest of being aware of its place in the scheme of things.

HEc. 231 THE FIRST YEARS OF CHILDHOOD 3 (2-0-2) Fall and Spring

An overview of the child from conception to age five; practical experience in determining and understanding the parent and teacher in facilitating optimal development of the very young child. Observation of and participation with the children in the Home Economics Department Nursery School. Prerequisites: Psy. 100, HEc. 131; or by permission of the instructor.

HEc. 232 THE AMERICAN FAMILY 3 (3-0-0-) Fall and Spring

A study of the American Family throughout the life cycle including a brief historical overview of the family in the western world; emphasizes contemporary families, their life

styles, values, and contingent standards; analyzes aspects of family life and culture across generations through a basic genealogical study. Utilizes current research findings.

HEc. 290v INTRODUCTION TO HOME ECONOMICS EDUCATION
2 (2-0-0) Fall and Spring

Includes an orientation to the development of a philosophy of education and home economics education for the building of professional beliefs and practices. Includes a view of professional ethics, activities, school law, personal and professional growth, and the home economics teacher's role in the school and the community. Value identification and clarification will be emphasized as it relates to interpersonal relationships with individuals, families, and the community.

HEc. 301 INTERMEDIATE CLOTHING
3 (1-0-4) Fall and Spring

A further study of construction skills and techniques as they relate to fabrics. Special consideration is given to fitting garments. Tailoring techniques are introduced. This course may not be scheduled after HEc. 303, 403, or 404.

HEc. 302 APPAREL DESIGN ANALYSIS
3 (3-0-0) Fall

Opportunity is provided for the further development of the concepts and principles of design and color as applied to apparel. Includes development of designs considering the interrelationships of aesthetic principles, function, materials, and technical procedures. Prerequisite: HEc. 102.

HEc. 303 TAILORING 3 (1-0-4)
Fall and Spring

The major emphasis is placed on the difference between custom and speed tailoring, and the selection of tailoring fabrics and their relationship to design. Tailoring construction techniques are related to individual problems. Prerequisite: HEc. 301 or a construction grade of B in HEc. 103.

HEc. 304 CLOTHING PRODUCTION, DISTRIBUTION AND CONSUMPTION
3 (3-0-0) Spring

A study of the clothing field as an economic force. Analysis of fashion trends and their effect on production and distribution in manufacturing as these affect the consumer. Prerequisite: None for Consumer Service majors in the Clothing and Textile Option; available to other students by consent of the instructor.

HEc. 317 PEDIATRIC NUTRITION
3 (2-0-2) Fall or Spring

Nutritional needs of the unborn, infant, toddler, school age and teenage individual, with study of several factors influencing these needs. Prerequisites: HEc. 111, HEc. 215, HEc. 216; or by consent of the instructor.

HEc. 321 CONSUMER ECONOMICS
3 (3-0-0) Fall and Spring

Emphasizes consumer rights — right to be informed, right to choice, right to safety, and right to be heard. Includes the consumer role and responsibility in the market place. Focuses on individual decision-making and knowledge necessary for best achieving satisfaction based on personal goals and value systems. Introduces tactics and techniques for the successful consumer including analyses of advertising, consumer fraud, and consumer aid and protection.

HEc. 323 INTERIOR ENVIRONMENT
3 (2-0-2) Fall and Spring

Five major divisions of interior environment approach the problem of home planning: activities of the family, space and equipment which focus on the basic human needs primary to the achivement of a successful home;

design and color; materials; major elements of walls, windows, floors, lighting, and heating. Our historical heritage completes the course.

HEc. 330 CHILD AND FAMILY AGENCIES 3 (1-1-2) Fall

A seminar course to familiarize the student with the various agencies, both public and private, that serve the child and family. Development of a case study is included. Prerequisites: HEc. 131, HEc. 231, HEc. 232; or by permission of the instructor.

HEc. 332 THE ADOLESCENT 3 (3-0-0) Fall and Spring

A study of adolescents and their development in relation to self, family, education, and the social order, with emphasis on their characteristics and needs; examination of issues affecting adolescents; factors of competency which contribute to providing effective teaching-learning processes for adolescents.

HEc. 333 INFLUENCES IN EARLY LEARNING 3 (2-0-2) Alternate Spring Semesters

A study of current programs and research findings concerning the factors in the early environment of the child which determines the direction of and facility for learning. Includes laboratory observations of infants, toddlers, and preschoolers. Opportunity for case study. Prerequisites: HEc. 231, HEc. 232; or by permission of the instructor.

HEc. 334 ISSUES IN CONTEMPORARY FAMILY LIFE 3 (3-0-0) Spring

Provides for an in-depth study of one or more issues the student will wish to explore following a broad presentation of those issues that are perennial, and those that are current for families and their members. Prerequisites: Psy. 100, HEc. 131; or by permission of instructor.

HEc. 335 PLAY AND CREATIVE ACTIVITIES IN CHILDHOOD 3 (1-1-2) ALTERNATE SPRING SEMESTERS

In-depth emphasis on the contributions of play and creative activities to physical, emotional, social, and intellectual development. Includes initial observation and interpretation of the child's behavior in a controlled situation; opportunity to exercise ingenuity to devise play and creative activities in a variety of play and role playing situations. Seminars to discuss observation and participation. Prerequisites: HEc. 231, HEc. 232; or by permission of instructor.

HEc. 336 ADULTHOOD AND AGING 3 (3-0-0) Spring

A study of the mature adult and the problems that are concomitant with the aging. Careful consideration of the legislation which has a bearing on the roles for this segment of society and the roles that the student of today may predictably be assuming in his future. An opportunity is provided for working with individuals and groups in organized as well as unstructured groups. Case studies and individualized instruction are utilized. Prerequisites: HEc. 231, HEc. 232; or by permission of instructor.

HEc. 390v OBSERVATION AND PARTICIPATION IN SCHOOLS 5 (0-2-6) Fall and Spring

The prospective teacher will apply concepts and techniques taught in HEc. 391v while observing and participating in various teaching-learning situations in schools in the Mansfield area. Participation will include classroom management, acting as a teacher's aide and assistant teacher, planning and implementing daily lessons and development of resources appropriate for the learners ob-

served. Prerequisite: HEc. 290v. Simultaneously with HEc. 391v.

HEc. 391v TEACHING OF HOME ECONOMICS I 3 (3-0-0)
Fall and Spring

A course for prospective home economics teachers focusing on knowledge and observation of learners and learning environments with an introduction to planning and participation in the teaching-learning process. Includes basic concepts for understanding and observing the emotional, social, intellectual, and physical characteristics of learners, from kindergarten through senior citizen. Identification of affective, cognitive, and physical aspects of the learning environment are included. Micro-teaching will be introduced for the implementation of the components of the daily lesson planning. Prerequisites: HEc. 290v, Psy. 230 and Ed. 201. Simultaneously with HEc. 390v, or by permission of instructor.

HEc. 392v TEACHING OF HOME ECONOMICS II 3 (3-0-0)
Fall and Spring

This course emphasizes program and curriculum development for home economics education in schools. Includes methods of teaching, selection of learning experiences related to instructional objectives cited in behavioral terms, evaluation and the selection of significant resource materials for home economics programs at a variety of levels served through public education. The course provides opportunity to apply management principles to the teaching task and the home economics department. Prerequisites: HEc. 390v, HEc. 391v.

HEc. 403 FLAT PATTERN DESIGN 3 (1-0-4)
Fall and Spring

Flat pattern methods are used to develop the ability to create new patterns, alter commercial patterns, apply principles of fitting, and to appreciate the fundamental use of grain. Prerequisite: HEc. 301, or a construction grade of B in HEc. 103.

HEc. 404 CREATIVE DRAPING 3 (1-0-4)
Fall and Spring

Draping methods are used in the creation of designs for individual construction using basic techniques, variations in basic designs, original ideas and expression of one's designs. Prerequisite: HEc. 301, or a construction grade of B in HEc. 103.

HEc. 405 TEXTILE ANALYSIS 3 (2-0-2)
Fall or Spring, Alternate Years

A physical, chemical, and microscopic analysis of textiles, with emphasis on the problems of the consumer. Prerequisites: HEc. 202, Chem. 101, Chem. 102 or equivalent.

HEc. 409 SEMINAR AND FIELD EXPERIENCE IN CLOTHING 4 (1-0-6)
Seminar — Fall and Spring
Field Experience — Summer

An approved off campus experience in a cooperative program with business establishments which merchandise textiles or apparel. The study of merchandising, interview procedure, job opportunities in the field. Prerequisites: HEc. 101, HEc. 102, HEc. 201, HEc. 202, HEc. 302, HEc. 303, HEc. 304, HEc. 403, HEc. 404, HEc. 405 or by permission of the instructor.

HEc. 410 DIET THERAPY 3 (2-0-2)
Spring

The study of diet problems encountered at all points of the life cycle. Consideration of metabolism in disease; adapting diet to meet diseased or abnormal metabolic patterns in humans. Special diets will be examined and evaluated. Prerequisites: eight semester hours of Chemistry, HEc. 111, six semester hours of foods, or consent of professor.

HEc. 416 PRESENTATION TECHNIQUES IN HOME ECONOMICS 2 (0-0-4)
Fall or Spring

Basic principles and techniques of presentation for the home economist in business. Presentations by students and evaluation of educational effectiveness of other students' and professional presentations. Use of a variety of audio-visual media. Prerequisite: Junior standing.

HEc. 417 SURVEY OF NUTRITION 3 (2-0-2)
Fall or Spring

Chemistry of nutrients, metabolism, and normal nutrition needs at various stages of the life cycle. Laboratory work related to food composition and effects of various types of preparation upon ultimate nutrient supply. Current research, food fads and fallacies and consumer protection highlighted. Prerequisites: eight hours in chemistry, three hours in foods, HEc. 111.

HEc. 418 ADVANCED FOODS 3 (2-0-2)
Fall and Spring

An extension of the principles of food preparation. The selection and service of food, considering aesthetic and cultural implications, for various occasions. Presentation and evaluation of food demonstrations. Prerequisites: HEc. 215 and HEc. 216.

HEc. 419 FIELD EXPERIENCE IN FOODS 3 (0-0-6)
Fall, Spring, or Summer as needed

An approved practicum in the students' major area of interest in the fields of food service or consumer service. The students will present to the college supervisor a written summation of the learning experiences and knowledge gained as an outcome of the specific practicum. Prerequisites: HEc. 111, HEc. 215, HEc. 216; junior standing or by permission of instructor.

HEc. 421 HOME MANAGEMENT RESIDENCE 3 (0-0-8) Fall, Spring and Summer

Students experience home living as a family group. The culminating experience of home economics training combines management theory and practice in areas of foods and nutrition, home furnishings, textiles, consumer economics, equipment and human relationships. Prerequisites: HEc. 215, HEc. 216.

ALTERNATE COURSE — HEc. 421 3 (3-0-0) Spring

Students who are married, living with their husbands in their home or apartment while enrolled in classes at Mansfield State College may satisfy HEc. 421 with an alternate course which meets regularly. The course includes projects and work in management apropos to the students particular living situation.

HEc. 422 SPECIAL PROBLEMS IN HOME ECONOMICS 1-4
Fall, Spring, Summer

Individual investigation of problems related to teaching Home Economics in the secondary school or at other levels in any of the areas studied in home economics such as child development, family finance, food and nutrition, clothing and textiles, housing and home management. Consent of Professor.

HEc. 423 INTERIOR DESIGN IN THE HOME 3 (2-0-2) Fall and Spring

Subject matter is drawn from the study of interior design: walls, floors and ceilings as backgrounds; furniture selection and styles; contemporary lighting; decorative textiles; floor coverings. Interrelationship of environment and personal taste and personality. Laboratory experience includes the professional procedure in presenting plans to clients with perspective drawings, fabric and color collage, floor plan and family analysis. Available to

all students with priority in scheduling given to the Home Economics and Art majors.

HEc. 424 THE HANDICAPPED HOMEMAKER 3 (3-0-0) Fall

Students are made aware of the many problems faced by homemakers with handicaps such as, arthritis, amputation, poor sight or blindness, impaired mobility, etc. They research these conditions and assume handicaps in order to experience some of the difficulties that arise, and study ways of coping with these disabilities in order to achieve more independent living for themselves and in serving families.

HEc. 435 TEACHING IN THE PRESCHOOL 3 (0-1-4) Fall

Participation in selected preschool milieux with provision for practicing principles of management of preschool groups. Provides for activities in art, music, literature, science, mathematics, and language experiences. Includes a weekly seminar for discussion of participation, principles of preschool management, and involvement of parents. Prerequisites: HEc. 231, HEc. 232, HEc. 333, HEc. 335, or concurrent with HEc. 333 and HEc. 335. Others upon permission of the instructor.

HEc. 436 FAMILY AND THE COMMUNITY 3 (2-0-2) Fall

The first half of the course is devoted to a study of the various agencies of both the public and private sector of communities and the opportunity to explore areas of responsibility and worth of agency in varying political divisions. Opportunity is provided for separate studies and individualized instruction in the latter half of the course. Prerequisites: Soc. 111, HEc. 232, HEc. 330, or by permission of the instructor.

HEc. 437 ADVANCED CHILD DEVELOPMENT 3 (3-0-0) Fall or Spring, Alternate Years

Advanced study in child development with emphasis on current research and readings dealing with children. Prerequisite: HEc. 131.

HEc. 490v HOME ECONOMICS AND VOCATIONAL EDUCATION AND GUIDANCE 3 (3-0-0) Fall and Spring

Focuses on the place of home economics in vocational education and career education. Traces the implications of federal and state vocational legislation for home economics. Deals with the many employment opportunities for home economics students at the secondary level. Provides information in regard to federal funding of vocational programs, utilizing community resources, and planning for implementing home economics oriented vocational programs. Prerequisites: HEc. 392v, or by permission of the instructor.

HEc. 491v CURRICULUM DEVELOPMENT IN HOME ECONOMICS 3 (3-0-0) Fall and Spring

Emphasis on principles of curriculum planning with opportunity to develop individual projects for specific programs and specific groups of students. Prerequisites: HEc. 390v, HEc. 391v, HEc. 392v, and Ed. 400, or by permission of the instructor.

HEc. 495v CURRENT TRENDS IN HOME ECONOMICS 3 (3-0-0) Once a Year

Analysis and interpretation of the sociological, technological, and economic changes occurring in our society and how these affect the home economics curriculum; with special emphasis on the integration of these factors into the curriculum. Must have senior standing or consent of professor.

ED. 400 (H.Ec.v) STUDENT TEACHING AND RELATED ACTIVITIES 6
Fall and Spring

The student teacher lives in the community and teaches in a home economics department which offers broad areas of home economics. Instruction is under the supervision of the local cooperating teacher and the college home economics education supervisor. Prerequisite: HEc. 392v.

ID. 201 INTERDISCIPLINARY STUDIES 3 (to be arranged)
Fall and Spring

Topics to be offered will vary. Studies involving more than one department or discipline shall be offered; courses may be applied to meet the five areas of the General Education requirements, and with departmental approval may be applied to the major. Specific topics will be announced each semester prior to registration; consult such announcements for meeting hours, prerequisites, and other details.

library education

The prime objective of the Library Education Department of Mansfield State College is to prepare competent librarians for the school library media centers of the Commonwealth of Pennsylvania. Completion of the program provides graduates with a provisional certificate enabling them to be employed as professional librarians, kindergarten-12.

A new or transfer student admitted to Mansfield must complete general curriculum requirements in effect at the time. Those students who have elected to pursue the Library Education curriculum must, in addition to the 24 semester hours in library education preparation, satisfactorily complete the teacher education requirements which are prescribed by the Professional Studies Division of the College. The library education program enables in-service people to pursue a program to complete certification requirements.

Three professional courses, cataloging and classification, reference services and materials, and administration of the school library media center, are required. The balance of the program (18 semester hours) is comprised of elective courses chosen by the student from departmental offerings.

Candidates for the Bachelor of Science in Library Education must successfully complete 12 credit hours of supervised, on-the-job experience for one semester according to departmental recommendation. Seminar in Library Methods is a prerequisite to student teaching.

COURSE OFFERINGS IN LIBRARY EDUCATION

LIB. ED. 111 INTRODUCTION TO LIBRARIANSHIP 3 (3-0-0) Spring

Designed to orient the student in the field of library service. The development and function of the library as a social institution; types of libraries with emphasis on school libraries, current trends; the professional status of the librarian.

LIB. ED. 160 BOOK SELECTION FOR CHILDREN 3 (3-0-0) Fall

A study of the various types of children's literature and the principles of selection and evaluation of media by standard criteria. Development of general and subject bibliographies and skill in writing annotations.

LIB. ED. 221 REFERENCE SERVICES AND MATERIALS 3 (3-0-0) Fall

Fundamental reference sources, bibliographical methods and searching techniques, the philosophy and administrative aspects of reference work. Practice in the evaluation and use of reference sources and analysis of reference questions.

LIB. ED. 261 LITERATURE FOR YOUNG ADULTS 3 (3-0-0) Spring

A study of literature for the adolescent through reading, with emphasis on the needs, interests, and abilities of readers. Problems related to the selection of materials and practice in writing annotations. Techniques and practice in presenting book talks; study of magazines for the junior-senior high school library.

LIB. ED. 312 ADMINISTRATION OF THE SCHOOL LIBRARY MEDIA CENTER 3 (3-0-0) Fall and Spring

Changing role of the librarian from a service person to that of a leader in the mainstream of today's education. Development of acceptable business procedures and required reports.

LIB. ED. 315 LIBRARY RESOURCES 1-3 (1-3-0-0) Fall or Spring

For the non-Library Education student; provides training in basic reference materials

and skills; reference materials by subject specialization, and the role of the school library media center in the modern public school, K-12.

LIB. ED. 342 CATALOGING AND CLASSIFICATION 3 (3-0-0) Fall

The principles of cataloging, subject analysis, classification and bibliographic methods. Practice in the use of the Dewey Decimal Classification and the choice and form of subject headings.

LIB. ED. 380 CATALOGING OF NON-BOOK MEDIA 3 (3-0-0) Spring

Techniques of selection, acquisition, cataloging and classification of non-book materials; the organization of the library as media center. Prerequisite: Lib. Ed. 342.

LIB. ED. 400 STUDENT TEACHING (0-0-30) Fall and Spring

Supervised library practice and classroom experience in elementary and secondary schools.

LIB. ED. 401 SEMINAR IN LIBRARY METHODS 3 (2-0-2) Fall and Spring

Evaluation of the school library media center's function and services in curriculum working with teachers; study and methods of teaching usage at various grade levels. Participation in a school library under the guidance of the librarian. Prerequisite: permission of instructor.

LIB. ED. 421 ADVANCED REFERENCE 3 (3-0-0) Spring

Continued consideration of reference service for the school library utilizing a subject approach to the sources studied.

LIB. ED. 430 HISTORY OF BOOKS AND LIBRARIES 3 (3-0-0) Fall

A study of methods of recording knowledge from earliest forms to modern times and of the institutions in which they have been collected and preserved for use. Emphasis is upon the relation of the medium to social, culture, and technological conditions which have controlled its development.

LIB. ED. 462 ADULT LITERATURE FOR SCHOOL LIBRARIES 3 (3-0-0) Fall

Reading and evaluation of adult books for the high school; a study of the library's responsibility for the promotion of reading; practice in writing and presenting a critical book review, and review of the classics of world literature appropriate for a high school library.

LIB. ED. 463 STORYTELLING 3 (3-0-0) Spring

The selection and presentation of stories for children with emphasis on the selection of stories for children of various ages and methods of learning and presenting a story; practice in telling stories to children.

LIB. ED. 486 BOOK SELECTION 3 (3-0-0) Fall or Spring

A survey of current trends and problems involving library collections. Emphasis upon principles and evaluation of aids and the making of a policy.

LIB. ED. 491 DIRECTED STUDY 1-3 Fall and Spring

Individual study under the direction of the department chairman or a faculty member appointed by the chairman.

mathematics

The Department of Mathematics offers two undergraduate programs in mathematics. The Bachelor of Arts (B.A.) program in mathematics is designed to prepare the student for mathematics positions in business, industry and for graduate work in mathematics. The Secondary Education (B.S.) program in mathematics provides strong preparation in mathematics to enable the student to enter the teaching profession and to study mathematics at the graduate level.

Many industries offer challenging mathmatics-related careers for liberal arts mathematics graduates. These opportunities include computer science, insurance and banking, business administration, engineering, economics and statistics, and the sciences. For the student who is able to exhibit academic talent, there is the possibility of graduate study at other institutions. Almost all such students can expect to receive some sort of financial aid from the institution involved.

The Department of Mathematics offers a great variety of elective courses which can be chosen in consultation with an advisor to meet the student's career aims. A sequence of applied mathematics courses can be taken by students who wish to concentrate in computer science. Other departments of the college offer important related courses in information processing, social sciences, and the natural sciences that can be chosen for an interdisciplinary program strong in mathematics and related to another field of application.

Students preparing for graduate school may choose from theory oriented electives. Two-semester sequences are offered in the important areas of algebra, real analysis, and geometry. The interested student may concentrate his work in these areas of mathematics that are essential for further study at the graduate level. In summary, the B.A. mathematics program is very flexible with many career options for the student.

Mathematics majors in the B.A. program are required to take the following courses: MA. 112, 113, 160, 212, 213, 220, and 260 plus seven mathematics elective courses at the MA. 303 level and above.

The Mathematics Department offers a sequence of courses leading to the B.S. degree for those students desiring to enter the teaching profession. The courses offered in the B.S. degree program are mathematically sophisticated and are also generally open to students pursuing the B.A. degree. These courses are designed to (1) provide preparation for teaching all courses in the modern high school mathematics curriculum, (2) enable the student to develop basic understandings in many facets of mathematics, (3) provide adequate background in the "main stream" of contemporary mathematics so that the student can further explore areas of his own interest, and (4) provide the background necessary for the study of mathematics at the graduate level. In short, students who complete the teacher education major at M.S.C. are equipped to provide leadership in the teaching profession and to enjoy success in further study of mathematics in graduate schools commensurate with their abilities and interests.

Required mathematics courses for the B.S. degree in mathematics are: MA. 112, 113, 160, 212, 213, 220, 260, 321, 329, 380 plus four mathematics elective courses at the MA. 303 level and above.

If preparation in algebra and trigonometry is not adequate to permit the student to proceed immediately to Math. 112 Calculus I, he must complete Math. 102 Algebra and Trigonometry in addition to the courses listed in the required courses for the major.

A student wishing to transfer to Mansfield from another college, or a junior college, should take the equivalent of as many as possible of the following courses during his freshman and sophomore years: MA. 112, 113, 160, 212, 213, 220, and 260. If a transfer student has completed 12 credits of calculus and 3 credits of mathematics at the calculus level or above, he can proceed through the mathematics program at M.S.C. without loss of time.

The Department of Mathematics invites inquiries about these programs. Questions should be directed to: Professor Owen Clark, Chairman, Department of Mathematics, Mansfield State College, Mansfield, Pennsylvania 16933.

COURSE OFFERINGS IN MATHEMATICS

MA. 101 FUNDAMENTAL CONCEPTS IN MATHEMATICS 3 (3-0-0) Fall and Spring

Set notation, operation on sets, relations, properties of relations, system of integers, prime numbers, division algorithm, greatest common divisor, least common multiple, absolute value, system of rational numbers, systems of real numbers, the number line, repeating decimals and square roots. No prerequisite.

MA. 102 ALGEBRA AND TRIGONOMETRY 3 (3-0-0) Fall and Spring

Algebraic equations and inequalities, functions and graphs, polynomial functions, trigonometric functions and formulas, and exponential and logarithmic functions. No prerequisite.

MA. 105 INTRODUCTORY STATISTICS 3 (3-0-0) Fall and Spring

A survey of basic statistical methods for analyzing data. Topics include descriptive statistics, point estimation, linear regression, correlation, analyses of variance and covariance, interval estimation and testing of hypotheses. Laboratory periods will be scheduled in the Statistics Laboratory, South Hall, Room 218. Actual experimental data from various sciences will be analyzed. No prerequisite.

MA. 107 INTRODUCTION TO COMPUTER PROGRAMMING 3 (3-0-0) Fall and Spring

Fundamentals of FORTRAN programming applied to the UNIVAC SERIES 70 computer. Use of FORTRAN language to solve practical problems pertinent to science, business, and other disciplines. Laboratory includes use of a key punch and the UNIVAC SERIES 70 computer. No prerequisite.

MA. 112 ANALYTIC GEOMETRY AND CALCULUS I 3 (3-0-0) Fall and Spring

The rate of change of a function, limits, derivatives of algebraic functions, applications and integration. Prerequisite: MA. 102 or equivalent.

MA. 113 ANALYTIC GEOMETRY AND CALCULUS II 3 (3-0-0) Fall and Spring

Applications of the definite integral, transcendental functions, hyperbolic functions, methods of integration and plane analytic geometry. Prerequisite: MA. 112.

MA. 160 INTRODUCTION TO APPLIED MATHEMATICS PROGRAMMING 3 (3-0-0) Spring

Basic concepts of applications and approximations of the ideas of limit, continuity, and differentiability. Also, the standard concepts in applied mathematics such as error analysis, polynomial interpolation, and solution of linear and non-linear equations. FOR-

TRAN IV will be introduced as an aid in investigating these areas. Prerequisite: MA. 112.

MA. 212 ANALYTIC GEOMETRY AND CALCULUS III 3 (3-0-0) Fall and Spring

Plane analytic geometry, polar coordinates, polar equations, plane areas in polar coordinates, parametric equations and vectors, quadric surfaces and vector functions and their derivatives. Prerequisite: MA. 113.

MA. 213 ANALYTIC GEOMETRY AND CALCULUS IV 3 (3-0-0) Spring

Partial differentiation with applications, multiple integrals with applications, cylindrical and spherical coordinates, infinite series, power series, indeterminate forms, complex numbers and functions. Prerequisite: MA. 212.

MA. 220 LINEAR ALGEBRA AND MATRIX THEORY 3 (3-0-0) Spring

An introductory study of geometric vectors and their basic properties in dimensions two and three and of matrices and their use in the theory of systems of equations. Emphasis will be placed on real vector spaces. Topics to be included are: geometry of vectors, matrix algebra and operations, solutions of general systems of linear equations, inversion of matrices, determinants, vectors and vector spaces, subspaces, linear independence, basis and dimension, linear transformations, characteristic roots and vectors and applications. Prerequisite: MA. 113,

MA. 260 INTRODUCTION TO ABSTRACT MATHEMATICS 3 (3-0-0) Fall

Foundations of mathematics, emphasizing fundamental concepts in abstract mathematics and deductive reasoning. Topics will include logic, sets, functions, relations, cardinality, number systems, abstract systems and topics from analysis. Prerequisite: MA. 112.

MA. 270 INFORMATION SCIENCE MATHEMATICS 3 (3-0-0) Fall

Applications of number systems, intermediate algebra, matrix methods and logic on the computer. Topics included are functions, linear and non-linear equations, matrix algebra involving applications, and computer logic consisting of such subjects as set theory, Boolean algebra, truth tables and their relationship to computer decision making. The FORTRAN programming language will be used to illustrate these applications. Prerequisites: MA. 107 and MA. 102 or permission of instructor.

ED. 300 TEACHING MATHEMATICS IN THE SECONDARY SCHOOL 3 (3-0-0) Spring

Consideration of the place and purpose of mathematics in secondary education; examination of curriculum problems; study of methods, techniques, and psychology in the teaching of algebra and geometry. Interpretation of the recommendations of the School Mathematics Study Group and similar committees. Prerequisites: MA. 321 and 329 or concurrently.

MA. 301 MODERN CONCEPTS IN ALGEBRA AND GEOMETRY 3 (3-0-0) Spring

A study of basic ideas and structures in algebra and geometry. Open only to Elementary Education majors. Prerequisite: MA. 101.

MA. 303 PROBABILITY 3 (3-0-0) Spring, Odd-numbered Years

Set theory and logic, discrete sample spaces, definition of probability over sample spaces, and basic properties of probability. Counting methods, random variables, basic

notions of sampling and statistics based on samples, and hypothesis testing. Prerequisite: MA. 102 or equivalent.

MA. 308 OPTIMIZATION TECHNIQUES 3 (3-0-0)
Spring, Even-numbered Years

A study in the theory and applicaiions of optimization theory, particularly in linear programming. Topics to be included are: the simplex method, convex sets, elementary aspects of the theory of games, and some approximation theory. Prerequisites: MA. 107 or MA. 160, and MA. 220.

MA. 310 NUMERICAL ANALYSIS 3 (3-0-0)
Spring, Odd-numbered Years

A study of numerical methods for the solution of algebraic, transcendental and differential equations, numerical integration and differentiation, and error analysis. Prerequisite: MA. 212, MA. 107 or MA.160.

MA. 315 REAL ANALYSIS I 3 (3-0-0)
Fall, Even-numbered Years

The real number system. Emphasis on the concepts and theoretical approach to calculus: functions, sequences, series, limits, continuity, derivatives, the Riemann integrals and sequences of functions. Prerequisites: MA. 213 and MA. 260.

MA. 316 REAL ANALYSIS II 3 (3-0-0)
Spring, Odd-numbered Years

A continuation of MA. 315. Prerequisite: MA. 315.

MA. 318 COMPLEX VARIABLES 3 (3-0-0)
Fall, Odd-numbered Years

A first course in complex variables. Complex numbers, analytic functions, e'ementary functions, mappings by elementary functions, integrals, power series, residues, poles, conformal mappings. Prerequisite: MA. 213.

MA. 320 BOOLEAN ALGEBRA AND SYMBOLIC LOGIC 3 (3-0-0)
Spring, Even-numbered Years

Basic symbolic logic including tautologies, rules of inference, quantifiers, formal and informal proof, and theory of definition. Also latices, Boolean algebra and applications. Prerequisite: MA. 213.

MA. 321 MODERN ALGEBRA I 3 (3-0-0)
Fall

Sets, rings, integral domains, fields, groups, polynomials, congruences, algebra of classes, mappings, homomorphisms and isomorphisms. Prerequisite: MA. 213.

MA. 322 MODERN ALGEBRA II 3 (3-0-0)
Spring, Even-numbered Years

A continuation of MA. 321 consisting of a more detailed study of groups, rings, ideals, fields and selected topics. Prerequisite: MA. 321.

MA. 325 NUMBER THEORY 3 (3-0-0)
Fall, Odd-numbered Years

An analytical study of basic concepts including divisibility, congruence, quadratic reciprocity and Diophantine equations. Varied methods of proof are stressed. Prerequisites: MA. 260 and MA. 113.

MA. 329 MODERN GEOMETRY I 3 (3-0-0)
Fall

An introduction to the foundations of geometry with emphasis on the axiomatic development of the Euclidean system. Prerequisite: MA. 260.

MA. 330 MODERN GEOMETRY II 3 (3-0-0)
Spring, Odd-numbered Years

The foundations of geometry with emphasis on non Euclidean axiomatic structures. Prerequisite: MA. 329 or by permission of the instructor.

MA. 339 DIFFERENTIAL EQUATIONS I
3 (3-0-0)
Fall, Odd-numbered Years

Ordinary differential equations, exact equations, integrating factors, differential equations of the first order and first degree, differential equations of the first order and degree higher than first, homogeneous linear differential equations with constant coefficients and applications. Laplace transforms and existence theorems. Prerequisite: MA. 213 or concurrent enrollment.

MA. 340 DIFFERENTIAL EQUATIONS II
3 (3-0-0)
Spring, Even-numbered Years

Series solutions to ordinary differential equations, solutions of partial differential equations and boundary value problems, Laplace transforms, and Fourier series. Prerequisites: MA. 339 and MA. 213 or concurrent enrollment.

MA. 350 MATHEMATICAL STATISTICS I
3 (3-0-0)
Fall, Even-numbered Years

Distributions of discrete and continuous random variables, expected values and moments, conditional probability and independence, special discrete and continuous distributions. Prerequisite: MA. 213 or concurrent enrollment.

MA. 351 MATHEMATICAL STATISTICS II
3 (3-0-0)
Spring, Odd-numbered Years

Interval estimation, order statistics, point estimation, tests of hypotheses. Prerequisite: MA. 350.

MA. 360 TOPOLOGY 3 (3-0-0)
Spring, Even-numbered Years

An introductory course in point-set topology. Set theory, metric spaces, topological spaces, connectedness and compactness. Prerequisites: MA. 113 and MA. 260.

MA. 370 APPLIED MATHEMATICS 3 (3-0-0)
Fall, Even-numbered Years

A course to illustrate the principles and basic styles of thought in solving physical problems by mathematical methods. Particle dynamics, heat and fluid flow, wave equations, vector, Fourier and tensor analysis. Prerequisites: MA. 212 and MA. 220 or permission of instructor.

MA. 380 HISTORY AND PHILOSOPHY OF MATHEMATICS 3 (3-0-0) Spring

A study of the chronological development of facets of mathematics that have contemporary importance. The historical and philosophical background of each facet is integrated with experience in mathematical study and application. Emphasis is placed on great contributors of mathematics, their contributions, and their methods of reasoning. Prerequisite: MA. 260.

MA. 401 SELECTED TOPICS IN MATHEMATICS 3 (3-0-0)
Fall, Odd-numbered Years

Selections from Topology, Algebra, Real Analysis, Matrix Theory or other senior level topics. Active participation by the student in problem solving and theory development is required. Prerequisite: Permission of instructor.

MA. 402 SEMINAR IN MATHEMATICS
3 (3-0-0) Fall, Even-numbered Years

Papers from the American Mathematical Monthly, comparable journals, and various advanced references will be presented and discussed by the students. Continuous reading and participation will be required. Prerequisite: Permission of the instructor.

music

BACHELOR OF SCIENCE IN MUSIC EDUCATION

The Bachelor of Science degree in Music Education is designed to develop public school music teachers who are intelligent and competent musicians, well-trained and competent educators, and well-informed citizens. Although the program is general in nature, preparing the graduate to teach both vocal and instrumental music at all levels of the public school, opportunity is given the individual student to specialize in either the vocal or instrumental area, thereby meeting the need of the public school systems in their demand for specialization. The program attempts to provide a balance between general education, the intensive training necessary to develop a professional musician, and the background of professional study and experience necessary for entering the field of education in today's society.

BACHELOR OF MUSIC

The Bachelor of Music degree provides the initial collegiate study for the development of the skills, concepts, and sensitivity essential to the preparation for the professional life of a musician. After successfully completing the degree, the graduate will have completed an important step in his development as a performer, composer, and/or as a teacher in the area of his particular major competency. The program does not result in certification to teach in public schools, although by extending study beyond the normal eight semesters and by careful advisement, certification may be secured.

Bachelor of Music candidates may major in piano, organ, voice, string instruments, woodwind instruments, brass instruments, percussion, music history and literature, or music theory.

The Bachelor of Music program is intended for students of superior musical ability. All applicants must demonstrate a high level of proficiency in performance, and accordingly will be required to pass an entrance audition in their major applied area. In addition to the audition, all applicants will be required to pass entrance examinations in ear training and elementary theory. General scholarship, health, and character requirements will be in accordance with existing college admissions policies.

Students who wish to enter the B.M. degree program with advanced standing from other colleges or from other programs at Mansfield State College will be expected to demonstrate the competencies and proficiencies which are appropriate to the level of the particular program for which they wish to be considered.

BACHELOR OF ARTS

The Bachelor of Arts degree with a major in Music is designed to provide a liberal education and a musical background sufficient for entering those occupations allied to the musical world. For those who are not vocationally oriented, it provides an education in music sufficient for the enrichment of life which such a knowledge of the art can bring.

SPECIAL ADMISSIONS REQUIREMENTS

All applicants for a music degree, once they have satisfied the requirements for general college admission, must take an audition for acceptance into the music degree program. Acceptance is based upon a demonstration of both musical aptitude and musical accomplishment.

Musical aptitude is judged by —

1. The ability to sing in tune.
2. Rhythmic responsiveness.
3. Adequate melodic and rhythmic memory.

Musical accomplishment is measured by —

1. Sufficient proficiency on either Voice, Piano, Organ, Violin, Viola, Cello, Bass, Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, Horn, Trombone, Baritone, Tuba, or Percussion to study standard literature. **Voice majors** should choose songs from standard vocal repertoire, chosen to display vocal potential as to range, voice quality, and interpretive ability. **Instrumental majors** should be prepared to play one or two compositions from standard literature showing contrasting styles plus selected scales and arpeggios. Sight reading is an integral part of each audition.
2. The ability to sing at sight a simple folk song type melody.
3. The ability to sing an alto, tenor, or bass part to a song equal in difficulty to "America".
4. The ability to play piano music, at sight, of the degree of difficulty of the first book of a standard graded course of piano instruction.
5. A working knowledge of the fundamentals of music theory such as scales, key and time signatures, and the terms and symbols of music notation.

Applicants who show superior qualifications on their major instrument may be accepted with a deficiency in one of the other areas, but will be expected to remove the deficiency within one school year.

Special permission to audition by a tape recording may be granted in special circumstances where long travel or personal hardship is involved. For information concerning this type of audition, contact the Chairman of the Music Department.

Transfer Students

Due to the time sequence necessary for the development of skills required by the music curriculum, students transferring into music are advised to transfer as early as possible. Otherwise, it becomes increasingly difficult to complete the curriculum within the normal four-year span of time.

Transfer credits in the music area must be validated by examination before they may be accepted for transfer. This is to insure that the student is capable of successfully completing the remaining courses which will be required of him.

COURSE OFFERINGS IN MUSIC

Theory Area

MUS. 111 BASIC MUSIC I
3 (2-2-0) Fall

Development of vocabulary; study of modes, scales, harmonic, rhythmic, and compositional techniques. Supportive examples selected from all periods of music. Sight singing and dictation.

MUS. 112 BASIC MUSIC II
3 (2-2-0) Spring

Continuation of Basic Music I. Analysis and creative projects involving Baroque practices of figured bass, functional harmony, modulation, and altered chords.

MUS. 213 BASIC MUSIC III 4 (3-2-0)
Fall, First Summer Session

A study of more elaborate harmonic and formal structures. Examination of macro-micro elements in relation to performance practices. Creative and analysis projects based on fugal style, rondo and sonata form, and the art song.

MUS. 214 BASIC MUSIC IV 4 (3-2-0)
Spring, Second Summer Session

Examination of contemporary techniques. Examples selected from Debussy to post-1950. Creative projects involving the whole tone and twelve-tone scales, also, aleatoric and electronic compositions. Sight singing and dictation to include atonal pitch sets.

MUS. 311 ORCHESTRATION 2 (2-1-0)
Fall, Spring, Summer

Characteristics of orchestral instruments; scoring for various instrumental groups. Prerequisite: MUS. 214 or permission of instructor.

MUS. 315 ADVANCED HARMONY
3 (3-0-0) Fall or Spring

Harmonic techniques of the late nineteenth and early twentieth centuries; interrelationship of harmonic vocabulary and musical form. Prerequisite: MUS. 214.

MUS. 316 COUNTERPOINT 3 (3-0-0)
Fall or Spring

A study of the contrapuntal style of the late 17th and early 18th centuries. Prerequisite: MUS. 214.

MUS. 417 COMPOSITION 3 (2-1-0)
Fall and Spring

Contemporary techniques of musical composition; emphasis on creative work. Prerequisite: MUS. 315 or MUS. 316.

History and Literature Area

MUS. 100 INTRODUCTION TO MUSIC
3 (3-0-0) Fall, Spring, Summer

A study of the principal musical media, of the most basic musical materials with which composers have worked, and a brief survey of the most important and most popular compositions from the time of the early Baroque to the present. Designed for the non-music major.

MUS. 122 CLASSIC AND ROMANTIC MUSIC
2 or 3 (2-0-1) Fall

An historical survey of Western European and Early American musical literature and musical styles of the Classic and Romantic Era.

MUS. 123 POST ROMANTIC AND 20th CENTURY MUSIC 2 or 3 (2-0-1)
Spring

An historical survey of Western European and American musical literature and musical styles beginning with the post-Romantic era through main currents of 20th-century composition, and concluding with an examination of contemporary styles. Prerequisite: MUS. 122 or permission of instructor.

MUS. 222 MEDIEVAL AND RENAISSANCE MUSIC 2 or 3 (2-0-1) Fall

An historical survey of Western European musical literature and musical styles beginning with the early Christian era through the Renaissance. Prerequisite: MUS. 122 or permission of instructor.

MUS. 223 BAROQUE MUSIC
2 or 3 (2-0-1) Spring

An historical survey of Western European musical literature and musical styles of the Baroque Era. Prerequisite: MUS. 122 or permission of instructor.

MUS. 269 COLLEGIUM MUSICUM
0 (0-0-1) Fall and Spring

Discussion and informal performance of music from the beginning of the Christian era to the present day, with special emphasis on works for small vocal, instrumental, and mixed ensembles. Authentic early instru-

ments are used. Intended primarily as a complementary activity for students in music history classes, but open to all interested and qualified students.

MUS. 321 PIANO LITERATURE I
2 (2-0-0) Fall

A detailed study of the literature of the piano from the keyboard works of the late Renaissance through the piano works of the 18th century.

MUS. 322 PIANO LITERATURE II
2 (2-0-0) Spring

A detailed study of the literature of the piano from the 19th century to the present day.

MUS. 421 AMERICAN MUSIC 3 (3-0-0)
Fall or Spring, Alternate Years

The historical background and development of music in the United States from Colonial times to the present. A study of the principal composers and their music. Reading, research and listening emphasized.

MUS. 422 THE SYMPHONY 3 (3-0-0)
Fall or Spring, Alternate Years

A study of orchestral music from its beginning. The Mannheim composers, the Viennese classics, the Romanticists and contemporary developments. Works will be analyzed and their historical, cultural and philosophical backgrounds discussed.

MUS. 423 THE CONCERTO 3 (3-0-0)
Fall or Spring, Alternate Years

A study of the concerto form with emphasis upon the development of the form and the stylistic contribution of the great masters. Representative works will be studied in score and recordings.

MUS. 424 ADVANCED MUSIC LITERATURE
3 (3-0-0) *

Intensive study of selected choral, solo, chamber and orchestral masterpieces; emphasis on formal and stylistic developments.

MUS. 425 CONTEMPORARY MUSIC
3 (3-0-0)
Fall or Spring, Alternate Years

A survey of the styles, forms, and musical techniques of contemporary music.

MUS. 426 INTRODUCTION TO ETHNOMUSICOLOGY 3 (3-0-0) *

A definition of the discipline, its history and objectives will be followed by a thorough discussion of the basic descriptive and analytical procedures, bibliography, and techniques.

Conducting Area

MUS. 131 EURHYTHMICS I 1 (0-0-2) Fall

Laboratory experience in rhythmic movement to develop skill and greater perception of rhythms most frequently encountered. The Jacques-Dalcroze philosophy is followed.

MUS. 132 EURHYTHMICS II
1 (0-0-2) Spring

Continuation of MUS. 131. Designed to develop greater sensitivity to and awareness of the nuances of dynamics and rhythm. Prerequisite: MUS. 131.

MUS. 331 CHORAL CONDUCTING
2 (2-1-0) Fall and Spring

Designed to prepare the future music educator for the responsibilities of organizing, teaching, and conducting choral organizations of varying levels of achievement, particularly those of the junior and senior high school age groups. Actual experience in conducting the class as a choral organization is an integral part of the course. Prerequisite: MUS. 112.

MUS. 332 INSTRUMENTAL CONDUCTING
2 (2-1-0) Fall and Spring

Preparation for conducting instrumental groups with particular emphasis on individual development of communicative and control techniques of conducting motions as well as rehearsal and performance techniques. Actual experience is provided through the conducting of a laboratory band and orchestra. Video-taping is utilized extensively with each individual. Prerequisite: MUS. 112.

Music Education Area

MUS. 381 MUSIC IN THE ELEMENTARY SCHOOL 2 (2-0-1)
Fall and Spring

A study in teaching the elements of music through musical activities emphasizing the discovery approach. The course includes a survey of current appropriate materials and observation/participation in area elementary schools. Prerequisite: MUS. 112.

MUS. 382 MUSIC IN THE SECONDARY SCHOOL 2 (2-1-0) Fall and Spring

A study in teaching musical concepts, knowledge, and skills in music classes and activities of the secondary school, grades 7-12, with emphasis on vocal music and general music classes. Development of a basic philosophy of music education at the secondary level. Prerequisite: MUS. 112.

MUS. 383 INSTRUMENTAL MUSIC IN PUBLIC SCHOOLS 2 (2-1-0)
Fall, Spring, Summer

Study of a suitable instrumental program for a public school system with particular attention to the class teaching techniques of the various instruments. Problems of organization and administration of such a program; survey and examination of available instructional material. Prerequisite: MUS. 112.

MUS. 440 CREATIVE MUSIC DRAMA
2 (2-0-1) *

A study of the techniques necessary to direct and stage music drama in school and community; setting up a production staff, proper rehearsal methods, public relations aspects. Creating music drama from existing musical productions.

MUS. 480 MUSIC WITH THE HANDICAPPED
3 (3-0-0) Fall and Spring

An interdisciplinary approach to the use of music with the mentally retarded, the physically handicapped, and pupils having behavioral disorders, with specific focus on social and educational goals. Theories of the effects of music on behavior. Musical materials and their use. Practice in organizing and presenting projects based on these theories and materials. Varied lab experiences in musical learnings. Visits and mini-participations in actual situations as a functional part of the course.

MUS. 484 PIANO PEDAGOGY
2 (2-0-1) Fall and Spring

Study of procedures for class and individual instruction; emphasis upon the ear approach as the basis for reading, true musical perception and intelligent understanding of the printed page; examination and evaluation of materials suitable for the first years of piano study. Prerequisite: permission of the instructor.

MUS. 485 MARCHING BAND TECHNIQUES
2 (2-0-1) Fall and Spring

A detailed study of the marching band including philosophy, styles, charting, music, materials, instrumentation, administration, and contemporary techniques.

ED. 400 STUDENT TEACHING 12
Fall and Spring

Practice teaching under supervision of master teachers. Required of all students working for a degree in teacher education or for certification to teach music in the public schools of Pennsylvania.

Research and Honors Area

MUS. 490 DIRECTED STUDY 1, 2 or 3
Fall, Spring, Summer

Individual study under the direction of a faculty member appointed by the department chairman. Available to upper division students only. May extend areas normally covered in specialized courses of the music curriculum. By permission only.

Applied Music Area

Applied music in the curriculum serves two purposes: (1) developing the student's musicianship through technical mastery of his major performing medium, and (2) providing him as a prospective teacher with the knowledge and techniques of various media needed for conducting an effective music program in the public schools.

Private study may be pursued in the following performance media: voice, piano, organ, harpsichord, violin, viola, cello, string bass, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, baritone, tuba, percussion. For specific curricular requirements, consult the Chairman of the Music Department.

APMU 011 PIANO CLASS 0 (0-0-2) *

Remedial piano study for those unable to meet entrance requirements. Subject to availability of staff.

APMU 101 VOICE CLASS I
1 (0-0-2) Fall

Development of proper vocal production, poise and confidence in solo singing. Remedial work for individual problems.

APMU 102 VOICE CLASS II
1 (0-0-2) Spring

Continuation of Voice Class I. Prerequisite: APMU 101.

APMU 111 PIANO CLASS
1 (0-0-2) Fall and Spring

Designed for those who have met entrance requirements but are at an elementary stage of development. Functional piano study preparatory to meeting proficiency requirements of the music education curriculum.

APMU 130 FLUTE CLASS
1 ($\frac{1}{2}$-$\frac{1}{2}$-0) Fall, Spring, Summer

Designed to give the fundamental principles and techniques necessary for playing and teaching the flute; study of the literature appropriate for beginning class instruction.

APMU 132 CLARINET CLASS
1 ($\frac{1}{2}$-$\frac{1}{2}$-0) Fall, Spring, Summer

Designed to give the fundamental principles and techniques necessary for playing and teaching the clarinet; study of the literature appropriate for beginning class instruction.

APMU 133 DOUBLE REED CLASS
1 ($\frac{1}{2}$-$\frac{1}{2}$-0) Fall and Spring

Fundamental principles and techniques for playing and teaching oboe and bassoon; making and adjusting of double reeds; study of the literature appropriate for beginning class instruction. Prerequisite: Previous woodwind experience.

APMU 140 TRUMPET CLASS
1 (½-½-0) Fall, Spring, Summer

Designed to acquaint students with the techniques of trumpet playing and teaching. Emphasis upon development of teaching ability.

APMU 141 Horn Class
1 (½-½-0) Fall, Spring, Summer

Fundamental principles and techniques for playing Horn.

APMU 142 TROMBONE CLASS
1 (½-½-0) Fall, Spring, Summer

Designed to acquaint students with the techniques of trombone playing and teaching. Emphasis upon development of teaching knowledge.

APMU 151 STRING CLASS I
1 (1-1-0) Fall

Designed to acquaint the non-string player with the basic elements of stringed instrument playing. Students learn to play the various instruments, not only learning the fundamentals of correct playing, but becoming familiar with some of the problems of class instruction found in typical elementary school string classes.

APMU 152 STRING CLASS II
1 (1-1-0) Spring

Continuation of String Class I. Students are expected to specialize on violin, viola, cello or bass. Keys up to four sharps and two flats are presented with corresponding fingering problems. Bass players introduced to various positions; cello students learn extended second finger pattern. Various staccato bowing patterns introduced; violin and viola students practice simple third position exercises. Principles of vibrato presented.

APMU 160 PERCUSSION CLASS
1 (½-½-0) Fall, Spring, Summer

Study of the characteristics of the various percussion instruments; performance techniques; development of performing ability necessary to teach the percussion instruments at the elementary and secondary level of instruction.

APMU 200 VOICE 1 (½ hr. lesson)

APMU 300 VOICE 2 (1 hr. lesson)

APMU 210 PIANO 1 (½ hr. lesson)

APMU 310 PIANO 2 (1 hr. lesson)

APMU 211 HARPSICHORD 1 (½ hr. lesson)

APMU 311 HARPSICHORD 2 (1 hr. lesson)

APMU 220 ORGAN 1 (½ hr. lesson)

APMU 320 ORGAN 2 (1 hr. lesson)

APMU 230 FLUTE 1 (½ hr. lesson)

APMU 330 FLUTE 2 (1 hr. lesson)

APMU 231 OBOE 1 (½ hr. lesson)

APMU 331 OBOE 2 (1 hr. lesson)

APMU 232 CLARINET 1 (½ hr. lesson)

APMU 332 CLARINET 2 (1 hr. lesson)

APMU 233 BASSOON 1 (½ hr. lesson)

APMU 333 BASSOON 2 (1 hr. lesson)

APMU 234 SAXOPHONE 1 (½ hr. lesson)

APMU 334 SAXOPHONE 2 (1 hr. lesson)

APMU 240 TRUMPET 1 (½ hr. lesson)

APMU 340 TRUMPET 2 (1 hr. lesson)

APMU 241 HORN 1 (½ hr. lesson)

APMU 341 HORN 2 (1 hr. lesson)

APMU 242 TROMBONE 1 (½ hr. lesson)

APMU 342 TROMBONE 2 (1 hr. lesson)

APMU 243 BARITONE 1 (½ hr. lesson)

APMU 343 BARITONE 2 (1 hr. lesson)

APMU 244 TUBA 1 (½ hr. lesson)

APMU 344 TUBA 2 (1 hr. lesson)

APMU 250 VIOLIN 1 (½ hr. lesson)

APMU 350 VIOLIN 2 (1 hr. lesson)

APMU 251 VIOLA 1 (½ hr. lesson)

APMU 351 VIOLA 2 (1 hr. lesson)

APMU 252 CELLO 1 (½ hr. lesson)

APMU 352 CELLO 2 (1 hr. lesson)

APMU 253 BASS 1 (½ hr. lesson)

APMU 353 BASS 2 (1 hr. lesson)

APMU 254 HARP 1 (½ hr. lesson)

APMU 260 PERCUSSION 1 (½ hr. lesson)

APMU 360 PERCUSSION 2 (1 hr. lesson)

For Bachelor of Music Program only:

APMU 400 VOICE 4 (1 hr. lesson)

APMU 410 PIANO 4 (1 hr. lesson)

APMU 420 ORGAN 4 (1 hr. lesson)

Ensembles

Membership in musical ensembles is open to all qualified students regardless of curriculum. Auditions are required for proper placement. Except for Bachelor of Music candidates, academic credit is not given, but membership is required in certain ensembles for students following a music curriculum. For specific requirements consult the Chairman of the Music Department.

ENMU 150 BAND I (Concert Wind Ensemble)

A highly select concert band of 48 woodwind, brass and percussion players selected by audition at the beginning of each semester. In addition to presenting concerts on campus, the Wind Ensemble takes an annual three day tour.

ENMU 151 BAND II (Symphonic Band)

Formed after the marching season, this band is composed of approximately 60 members selected by audition. The Symphonic Band studies a wide variety of band literature and presents concerts on campus.

ENMU 152 BAND III (Varsity Band)

Formed after the marching season, this band offers an opportunity for those musicians with more limited ability to participate in a concert organization. It is open to anyone on campus without audition. Concerts are given each semester.

Mountie Marching Band

During the football season the Mountie Marching Band combines the Symphonic Band and the Varsity Band personnel plus any other students who wish to be in the organization. The Mountie Band is a 218 member organization that performs for all home football games and some off-campus games. The Mountie Band also performs for professional football games if they can be fit into the band's schedule. Open to anyone on campus without audition.

ENMU 153 ORCHESTRA I
(College-Community Symphony)

Provides an opportunity to participate in the performance of standard symphonic literature. The orchestra presents a concert each semester, accompanies outstanding student soloists, participates in the annual choral festival, and takes a two-day tour each year.

ENMU 154 ORCHESTRA II
(Training Orchestra)

A string orchestra which provides orchestral training experience for non-string students who have completed two semester of string class. It offers talented students string experiences which may enable them to develop their potential for use in Orchestra I, Chamber Ensembles, as a new minor, or as a new personal interest.

ENMU 156 CHORUS I (Concert Choir)

Membership is limited to 48 voices. In addition to presenting a concert each semester and joining with the other choruses for an annual choral festival, the Choir takes an annual tour of two or three days.

ENMU 157 CHORUS II (Festival Chorus)

A mixed chorus of sophomore, junior, and senior students providing opportunity for experience with and study of great choral literature. The Chorus presents a concert each semester and joins with the other choruses for an annual choral festival.

ENMU 158 CHORUS III
(Freshman Chorus)

A mixed chorus required of all Freshman in the music education curriculum. The Chorus presents a concert each semester and joins with the other choruses for an annual choral festival.

ENMU 160 PIANO ENSEMBLE

Study and performance of two-piano and four-hand literature, chamber music: sonatas and trios. Accompaniment of standard instrumental and vocal literature.

ENMU 161 PERCUSSION ENSEMBLE

Study and performance of representative works for all combinations of percussion instruments.

ENMU 162 OPERA WORKSHOP

Study and performance of operatic and musical comedy scenes chosen according to the abilities of the students in the workshop. Full-scale musical comedy productions done in conjunction with the Department of Speech Communication and Theatre. Students will be given the opportunity, under supervision, to perform in, musically-direct, coach, accompany, conduct, and stage-direct various scenes.

ENMU 163 WOODWIND ENSEMBLE

Study and performance of representative works for various woodwind ensembles. One woodwind quintet and one sax quartet take an annual tour.

ENMU 164 BRASS ENSEMBLE

Study and performance of representative works for various combinations of brass instruments.

ENMU 165 RENAISSANCE SINGERS

A vocal chamber ensemble selected by audition to sing a repertoire that is more appropriate for a smaller group. The music performed ranges from the Renaissance to contemporary composition. Concerts are given at the College and off-campus by request.

ENMU 166 ESQUIRES
(Jazz/Rock Ensemble)

The Esquires stage band is both a professional and instructional activity. The 23 member group performs several times each year on campus as well as taking an annual tour each year and performing concerts off-campus. Membership is by audition.

ENMU 167 HORN ENSEMBLE

Study and performance of representative works for various sized horn ensembles.

ENMU 168 STRING ENSEMBLE

Study and performance of standard literature for various types of string ensembles.

ENMU 169 CHAMBER SINGERS

A vocal chamber ensemble selected by audition to perform the specialized repertoire of the vocal chamber medium. Concerts are given at the College and off-campus by request.

philosophy

The Department of Philosophy currently offers a major program leading to the B.A. degree in philosophy. Open to any student who has a genuine interest in philosophical dialogue coupled with the necessary intellectual ability, the program offers a broad foundation for graduate studies in philosophy or a firm basis for the student interested in professional studies such as law or in governmental or managerial positions. The B.A. degree in philosophy likewise offers an excellent basis for students interested in the clergy or ministry. Any career requiring a broad liberal arts background is supported with a B.A. degree in philosophy.

The objectives of the program are: (1) to engage students in philosophical, or critical, thinking; (2) to teach students to recognize and appreciate the major problematics and ideas with which the discipline has traditionally been concerned; (3) to give students a broad, yet firm, background of the history of philosophical ideas; (4) to give students the occasion to read intelligently and accurately, to analyze, and to assess critically primary philosophical texts; (5) to focus students' attention upon the relevance and practicality of philosophy to one's contemporary world and its complex, unique problems.

The major program will consist of 30 semester hours of courses in philosophy beyond Philosophy 201. Required in these 30 hours are Philosophy 310, "Classical Greek Philosophy," Philosophy 320, "Philosophy of the Middle Ages," Philosophy 330, "The Foundations of Modern Philosophy," and Philosophy 340, "Contemporary Philosophy." Any other courses will satisfy the remaining hour requirements. Majors are strongly advised to acquire an elementary reading facility in either French or German. It is expected that majors take courses outside the department, which pertain to their specific areas of philosophical interest. A minor in philosophy

consists in any combination of 15 semester hours in philosophy.

COURSE OFFERINGS IN PHILOSOPHY

PHIL. 201 INTRODUCTION TO PHILOSOPHY 3 (3-0-0) Fall, Spring, Summer

A discussion of the major issues which have plagued philosophers through the centuries. Beginning with the Greek ideals of Plato and Aristotle and working through the middle ages and renaissance to our contemporary situation, the course will focus on questions regarding the meaning of reality, the constitution of a morally good life, the existence of God and the value of artistic expression.

PHIL. 220 COMPARATIVE RELIGION 3 (3-0-0) Fall or Spring, Alternate Years

A presentation of the beliefs, doctrines, and observances of the major religions of the world, leading to a better understanding of various cultures. Chronologically, these religions are Hinduism, Judaism, Zoroastrianism, Taoism, Buddhism, Confucianism, Christianity, Islam, Zen Buddhism. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 230 INTRODUCTION TO LOGIC 3 (3-0-0) Fall or Spring, Alternate Years

A study of the principles of deductive and inductive thinking and of experimental inference; examination of reasoning as applied in specific areas of inquiry — history, ethics, astronomy, physics, etc. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 240 ETHICS 3 (3-0-0) Fall or Spring, Alternate Years

An examination of ethical principles and their application; analysis of problems encountered in individual and group efforts to realize ethical values. Prerequisite: Philosophy 201 or permission of instructor.

PHIL. 270 EXISTENTIALISM 3 (3-0-0) Fall or Spring, Alternate Years

An analysis of contemporary philosophical trends to stress the unique in man and his value as an individual. Examination of existentialist themes will center upon freedom, commitment, self-determination, and authenticity. Emphasis will be placed upon the writings of Kierkegaard, Nietzsche, Heidegger, and Sartre. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 280 PHILOSOPHICAL PROBLEMS WITHIN WESTERN RELIGIOUS THOUGHT 3 (3-0-0) Fall or Spring, Alternate Years

An analysis of the validity and presuppositions of experimental and rational ways of proving the existence of God, of the faith-reason dichotomy, and of the "God is dead" movement. An examination of the logical structure of religious language. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 302 PHILOSOPHY OF SCIENCE 3 (3-0-0) Fall or Spring, Alternate Years

A study of the logical grounds of scientific knowledge and of the methods of scientific discovery. Designed for the non-science student as well as the specialist, the course will focus on such concepts as theory, fact and observation in addition to the notions of scientific revolution and progress. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 303 THEORIES OF MIND AND KNOWLEDGE 3 (3-0-0) Fall or Spring, Alternate Years

A study of some of the philosophical theories involved in man's understanding of

his mind and in his explaining the grounds of his knowledge. Such concepts as belief, truth, intelligence, imagination perception, appearance, and reality will be discussed as well as philosophical problems raised by recent theories of human behavior in psychology and the social sciences. Prerequisite: Phil. 201 or permission of the instructor.

PHIL. 310 CLASSICAL GREEK PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A detailed analysis of the writings of one or more of the classical Greek thinkers. Such philosophers as Plato, Aristotle, Heraclitus, Parmenides, and Plotinus will be discussed. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 311 AMERICAN PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

An examination of the main schools of American philosophic thought, especially the pragmatic. The course deals with contemporary American philosophy as well as the classical figures in the field. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 312 AESTHETICS 3 (3-0-0)
Fall or Spring, Alternate Years

A detailed survey of both classical and modern aesthetic theories along with a criticism of each of these. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 315 POLITICAL AND LEGAL PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A study of some of the philosophical concepts at play in recent political and legal situations, such as justice, treason, civil disobedience, revolution and violence. Attention will also be focused on the philosophy of law and the role of education in the achievement of social ends. Prerequisite: Philosophy 201 or permission of instructor.

PHIL. 320 PHILOSOPHY OF THE MIDDLE AGES 3 (3-0-0)
Fall or Spring, Alternate Years

An examination of the thinking of the major philosophers of the Middle Ages, especially Aquinas, Abelard, Ockham, and Duns Scotus. To acquaint the student with the main lines of philosophical thought in the Middle Ages. The course will focus on such issues as the relation between faith and reason, the existence of universals, and the proofs for God's existence.

PHIL. 330 FOUNDATIONS OF MODERN PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A study of the speculative thought of the early modern scientists whose investigations culminated in the development of the modern scientific method. Also, and with as much emphasis, philosophers such as Hobbes, Locke, Berkely, Hume, Descartes, Leibniz, and Spinoza — philosophers who are generally held to make-up the schools of rationalism and empiricism — will be discussed. Some problems dealt with by these philosophers are: the mind-body problem, the status of ideas, and the nature of perception.

PHIL. 340 CONTEMPORARY PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

Analysis of the defining features of major contemporary philosophical movements, with attention primarily to logical positivism, pragmatism, and existentialism. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 385 LINGUISTIC ANALYSIS 3 (3-0-0)
Fall or Spring, Alternate Years

An examination of the **logical** structures of descriptive and non-descriptive linguistic

activities. Emphasis will be placed upon the picture theory of representational language as presented in Ludwig Wittgenstein's **Tractatus Logico-Philosophicus.** Prerequisite: Phil. 201 or permission of instructor.

PHIL. 410 TWENTIETH-CENTURY ANALYTIC PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

Analytic Philosophy (sometimes called linguistic philosophy) is the dominant school of philosophy today in the English speaking world. Like all movements it grew out of its past. This course will trace the birth and childhood of analytic philosophy by dealing with the major works of those thinkers who gave impetus to the movement. Such questions will be discussed as: Can you be sure there is a physical world; can you prove it; can you know there are minds other than yours; what kind of knowledge, if any, do the senses give us; and how does the philosopher try to dissolve problems rather than solve them?

PHIL. 490 SEMINAR IN PHILOSOPHY 1-3 (1-3-0-0) *

A supervised study into a specialized problem in philosophy or into the writings of a specific philosopher or philosophic movement. Prerequisite: Phil. 201 or permission of instructor.

The Bachelor of Arts program in physics is designed around a core curriculum of required physics and mathematics courses. Additional requirements depend on the career orientation of the individual. With this broad liberal arts education, the physics major can continue his education in such areas as biophysics, operations research, technical sales and marketing, oceanography, industrial and federal management and of course, the research physicist on the Masters and Ph.D. level.

Physics majors are required to take the following courses: Math. 112, 113, 212, 213, 339, plus 1 elective mathematics course; Physics 188, 211, 212, 311, 315, 316 plus 6 elective physics courses at the 300 or 400 level.

For students intending to pursue graduate work in physics, it is advisable to take additional courses in physics and mathematics beyond the minimum requirements. Students intending to pursue careers in physics-related professions should select electives that will best prepare them for their chosen careers.

Secondary education physics majors are required to complete the following: Math. 112, 113, 212, 213; Physics 188, 211, 212, 311, 315, 316 and one elective physics course at the 300 or 400 level.

This minimal core-curriculum allows the student to broaden his science background along with other interests and according to relevant topics of the times.

Physics/Mathematics

The requirements for this combined major are the following: Math. 112, 113, 212, 213, 220, 321, 329, 350, 380; Physics 188, 211, 213, 311, 315, 316 and one elective physics course at the 300 or 400 level.

This combination of two core-curricula is a natural one for the preparation of teachers in two very closely related disciplines. Preparation for this combined degree can be effected quite easily as both physics and mathematics majors always take several courses in the other discipline either as requirements or as electives.

COURSE OFFERINGS IN PHYSICS

PHYS. 105 OUR SOLAR SYSTEM
3 (2-0-2) Fall

A descriptive astronomy course concerning contemporary astronomical and astrophysical theories about the solar system.

PHYS. 106 ONE POSSIBLE UNIVERSE
3 (2-0-2) Spring

A descriptive astronomy course concerning contemporary astronomical and astrophysical theories about the universe.

Delete of course

PHYS. 112 ~~AEROSPACE SCIENCES~~
3 (2-0-2) Spring

Relevance of space exploration to society will be integrated into course content. The laboratory will acquaint the student with propulsion systems; problems of guidance, navigation, radiation and aerodynamics; and the physiological and psychological reactions to space travel.

PHYS. 151 PHYSICS FOR POETS
4 (3-0-2) Fall

An introduction to both classical and modern physics without the use of calculus. Designed to enable the student to appreciate the role of physics in society.

PHYS. 152 MORE PHYSICS FOR POETS
4 (3-0-2) Spring

Continuation of Phys. 151.

PHYS. 160 PHYSICS OF MUSICAL SOUND
3 (2-0-2) Spring

A non-mathematical approach to the physical principles involved in the generation, transmission and detection of sound.

PHYS. 170 INTRODUCTION TO ELECTRONIC APPARATUS 3 (1-0-4) Fall

Elementary principles of electrical circuits are taught in lecture and extensively applied in the laboratory by building kits (radio, meters, amplifiers, etc.) of the students' choice. Study for third and second class FCC licenses is available.

PHYS. 188 GENERAL PHYSICS I
4 (3-0-2) Spring

A three-semester calculus physics course emphasizing classical concepts. Selected topics in mechanics, heat, electrostatics, electromagnetism, waves and optics. Prerequisite: Math. 112 or taken concurrent with Phys. 188.

PHYS. 211 GENERAL PHYSICS II
4 (3-0-2) Fall

Continuation of Phys. 188.

PHYS. 212 GENERAL PHYSICS III
4 (3-0-2) Spring

Continuation of Phys. 188 and 211.

PHYS. 250 THE RESTLESS ATMOSPHERE
3 (2-0-2) Fall

An introduction to dynamical meteorology which includes general circulation theory, energy budget, instrumentation, weather modification. Prerequisite: high school physics or higher or permission of instructor.

PHYS. 311 MODERN PHYSICS
3 (3-0-0) Fall

An introduction to 20th century physics, including the structure of atoms and nuclei, basic ideas of quantum mechanics and solid

state theory. Prerequisites: Phys. 188, 211, and 212.

PHYS. 313 PHYSICAL MECHANICS
3 (3-0-0) Fall, Alternate Years

An analytic treatment of classical mechanics covering the methods of statics and dynamics of rigid bodies with application to physical problems; small oscillations; generalized coordinates and Lagrange's equations. Prerequisites: Phys. 188, Math. through 213 and 339.

PHYS. 314 PHYSICAL MECHANICS
3 (3-0-0) Spring, Alternate Years

Continuation of Phys. 313.

PHYS. 315 EXPERIMENTAL PHYSICS I
3 (1-0-4) Fall

Experiments in electrical measurements and circuit elements, optics and atomic physics. Prerequisite: Phys. 211.

PHYS. 316 EXPERIMENTAL PHYSICS II
3 (1-0-4) Spring

Continuation of Phys. 315.

PHYS. 317 PHYSICAL OPTICS 3 (3-0-0)
Spring, Alternate Years

Wave phenomena, electromagnetic theory of light, interference, diffraction, polarization and non-linear optics. Prerequisites: Phys. 212, Math. 339.

PHYS. 318 THERMODYNAMICS 3 (3-0-0)
Spring, Alternate Years

An introduction to thermal physics and kinetic theory. Prerequisite: Phys. 212, Math. 339.

PHYS. 319 INTRODUCTION TO SOLID STATE PHYSICS 3 (3-0-0)
Fall, Alternate Years

A brief summary of the theory underlying the behavior of solids. Emphasis on transport theory, interaction of light and matter, semiconductor devices, super-conductors and lasers. Prerequisite: Phys. 311.

PHYS. 320 ACOUSTICS 3 (2-0-2) *

Fundamentals of sound waves including generation, transmission and detection of sound.

PHYS. 321 SELECTED TOPICS I 3 (3-0-0) *

Any selected topics not sufficiently well covered in a general course.

PHYS. 322 SELECTED TOPICS II 3 (3-0-0) *

Same as Phys. 321.

PHYS. 333 SPACE DYNAMICS 3 (3-0-0)
Fall, Alternate Years

Application of Newtonian mechanics to solution of actual problems in satellite trajectories and orbits; celestial mechanics and navigation. Prerequisites: Phys. 188, Math. 212.

PHYS. 334 ASTROPHYSICS 3 (3-0-0)
Fall, Alternate Years

Application of physics and mathematics to field of astronomy. A study of stellar models, stellar evolution, radio astronomy and recent discoveries in astronomy. Prerequisites: Phys. 311, Math. 339.

PHYS. 401 ELECTRICITY AND MAGNETISM I 3 (3-0-0)
Fall, Alternate Years

Foundations of electromagnetic theory including electrostatics, dielectric theory, magnetic properties of matter, Maxwell's equations and an introduction to electrodynamics. Prerequisites :Phys. 211-212, Math. 339.

PHYS. 402 ELECTRICITY AND MAGNETISM II 3 (3-0-0)
Spring, Alternate Years

Continuation of Phys. 401.

PHYS. 407 INTRODUCTION TO QUANTUM MECHANICS 3 (3-0-0) Fall, Alternate Years

An introduction to wave mechanical and axiomatic approaches to quantum mechanics with simple applications. Prerequisites: Phys. 311, Math. 339.

PHYS. 408 ATOMIC AND NUCLEAR PHYSICS 3 (3-0-0) Spring, Alternate Years

Continuation of Phys. 407; physical applications of quantum mechanics to atomic and nuclear physics.

PHYS. 415 EXPERIMENTAL PHYSICS III 3 (3-0-6) Fall

Research problems are assigned to the student on an individual basis.

PHYS. 416 EXPERIMENTAL PHYSICS IV 3 (3-0-6) Spring

Same as Phys. 415.

PHYS. 417 INDEPENDENT STUDY 1-3 (0-0-0) Fall and Spring

Projects under faculty direction are assigned to upper division students. This course may be repeated for credit.

ASTRO. 417 INDEPENDENT STUDY 1-3 (0-0-0) Fall and Spring

Projects under faculty direction are assigned to upper division students. This course may be repeated for credit.

The Department of Psychology stresses the need for a broadly based background through the liberal arts disciplines. Majors are required to complete certain courses within the discipline, and the remaining hours in both the lower and upper divisions are viewed as free electives. The choice of all remaining courses should be based on the individual student's interests and motivation.

The Psychology Department offers two majors, Psychology and Human Relations, both leading to the B.A. Degree. Both provide the student with a broad background in the major areas of psychology as well as give him the basic research tools used in the behavioral sciences. The Psychology Major is primarily designed to prepare the student for graduate study in psychology. It does this through the research experience of laboratory courses, and field experience. The Independent Study course may also be used to research other topics of interest to the student. The Human Relations Major is intended to provide background preparation for those students planning to pursue graduate study in related fields or to obtain immediate employment in such applied areas as social work, personnel work, probation and parole counseling, governmental agencies, etc. The student is advised to minor in an area related to his vocational aspirations.

Majors have the option of taking Independent Study (research) on campus or Preprofessional Experience (internship). The Preprofessional experience in applied Psychology in varied settings is designed to provide practical experience and beginning skills to selected students majoring in Psychology or Human Relations. The experiences will focus on beginning clinical skills, community services, and research work in settings appropriate to the students' interests and professional orientation such as child guidance settings, mental hospitals, probation officers,

and industrial or governmental agencies under supervision by qualified staff. This will give the student an opportunity to translate theoretical learning into practical application.

COURSE OFFERINGS IN PSYCHOLOGY

PSY. 100 GENERAL PSYCHOLOGY 3 (2-1-0) Fall and Spring

An introduction to the basic processes underlying human and animal behavior: sensation and perception, learning and thinking, emotion and motivation. Also an introduction to the study of human behavior in its social context. Topics to be stressed: personality dynamics, structure and development, conflict and psychopathology; the social psychology of the individual in society, attitudes and social action.

PSY. 200 METHODS OF PSYCHOLOGICAL INVESTIGATION 4 (3-0-2) Fall or Spring

Detailed introduction to designing, carrying out and writing up various types of psychological studies. Laboratory work includes typical studies in operant conditioning, verbal learning and other areas. Preparation for Experimental Psychology I and II. Lectures plus laboratory work. Prerequisite: Psy. 100.

PSY. 205 INTRODUCTION TO STATISTICAL METHODS 3 (2-1-0) Fall or Spring

Introduction to basic descriptive methods and statistical inference, including parametric and nonparametric tests and correlation. Also an introduction to the logic and use of analysis of variance and covariance. Lecture and laboratory work. Prerequisite: Psy. 100.

PSY. 210 PSYCHOLOGY OF ADJUSTMENT 3 (1-2-0) Fall and Spring

Psychological principles pertinent to the understanding of personality and interpersonal adjustment. Discussion of research and theories of social motivation, conflict, and anxiety, adjustment mechanisms and personality change. Prerequisite: Psy. 100.

PSY. 220 CHILD PSYCHOLOGY 3 (3-0-0) Fall and Spring

Physical, mental, social and emotional factors of human growth and development in the infant and young child. Cognitive development, the socialization process and the influence of child-rearing practices will be emphasized. Prerequisite: Psy. 100.

PSY. 230 EDUCATIONAL PSYCHOLOGY 3 (3-0-0) Fall and Spring

A study of the basic factors in the learning process, with emphasis on the application of the principles of psychology to the problems of teaching, including study of actual classroom problems and procedures. Prerequisite: Psy. 100.

PSY. 240 ADOLESCENT PSYCHOLOGY 3 (3-0-0) Fall or Spring

Physical, mental, social and emotional factors of human growth and development in the adolescent. Prerequisite: Psy. 100.

PSY. 250 PSYCHOLOGY OF FAMILY RELATIONS 3 (1-2-0) Fall and Spring

Basic course designed to teach insights from both clinical and academic psychology by reading in such areas as the psychological dynamics of the family as a unit, parent-child interactions, the effect of developmental events on the psychology of the family. Class discussion and psychodrama will be used to illustrate these concepts. Prerequisite: Psy. 100.

PSY. 260 INTRODUCTION TO SMALL GROUP PROCESSES 3 (1-2-0)
Every third semester

This introductory course explores the interaction of individuals within the context of small working groups. Using a variety of activities (stimulations, role playing, theory sessions, games, perceptual exercises) the students will be helped to understand the characteristics of working groups which may be generalized from one to the other. Prerequisite: Psy. 100.

PSY. 301 HUMAN BEHAVIORAL DEVELOPMENT 3 (3-0-0)
Fall or Spring

A general survey of recent advances in theory and empirical research related to the development and modification of human behavior. The course will attempt to provide a framework of continuity within which the principles of clinical theory and practice can be integrated with those of general and traditional developmental psychology. Emphasis will be on child behavior, since studies of child behavior provide the most relevant data. Prerequisite: Psy. 100 and upper-division standing or consent of instructor.

PSY. 310 SOCIAL PSYCHOLOGY 3 (2-1-1)
Fall and Spring

A consideration of the individual aspects of social behavior. Initially attention will be focused on some problems in perception, thinking and motivation. The following topics will be examined: theories of cognitive consistency, theories of attitude formation and their relation to personality structure, motivational determinants of group membership and social conformity, social roles and social systems including leadership. Prerequisite: Psy. 100.

PSY. 320 EXPERIMENTAL I, LEARNING MOTIVATION AND EMOTION 4 (3-0-2) Fall

Human and animal learning with special emphasis on experimental evidence and techniques. Discussion of the situational and physiological determiners of behavior, theories of motivation and emotion, and laboratory work involving techniques and problems in the study of motivation. Lecture and laboratory work. Prerequisites: Psy. 100, 200.

PSY. 330 EXPERIMENTAL II, SENSATION AND PERCEPTION 4 (3-0-2)
Spring

Basic phenomena of the senses, their physiological correlates and integration in complex perceptual judgements. Lecture and laboratory work. Prerequisites: Psy. 100, 200.

PSY. 335 ENVIRONMENTAL PSYCHOLOGY 4 (3-0-2) Fall or Spring

An analysis of man's behavioral adaptation to the demand of his environment. Discussions will emphasize the behavior utilized by man in maintaining physiological and psychological constancy in the face of environmental variation. Laboratory work will involve students in the observation, recording and analysis of human behavior in its natural settings. Prerequisite: Psy. 100.

PSY. 340 HISTORY AND SYSTEMS OF PSYCHOLOGY 3 (3-0-0)
Fall or Spring

Contributions of prominent historical figures and systems to the development of psychological theory and methodology. Examination of these systems in light of their significance for current theory. Consideration of the philosophy of science, philosophical issues in psychology and the analysis of psychological language. Prerequisite: Psy. 100.

PSY. 345 PSYCHOLOGICAL THEORY
3 (2-1-0) Fall or Spring

An analysis of the origins of theory construction in modern empirical psychology. Theory construction from the areas of learning, personality, abnormal and physiological psychology will be studied in regard to common methodology and research strategies. Prerequisite: Psy. 100.

PSY. 350 THEORIES OF PERSONALITY
3 (2-1-0) Fall or Spring

Consideration of the major personalities theories, with emphasis on Freudian and neo-psychoanalytic personality theory. Theorists such as Jung, existentialists, personality theorists and the proponents of a trait approach to personality will be discussed. Papers and discussion will concentrate on clarifying and evaluating the merits of different theories. Prerequisites: Psy. 100, 210.

PSY. 360 ABNORMAL PSYCHOLOGY
2 (2-1-0) Fall and Spring

Survey of psychopathology with emphasis on psychological theory and research, specifically with respect to (1) the difficulties in differentiating between normality and abnormality, (2) delineating the causes of emotional disturbances. Actual experience with the manifestations of psychopathology through case histories, literature and tapes. Prerequisites: Psy. 100, 210.

PSY. 365 DEVIANT BEHAVIOR AND SOCIAL PROCESS 3 (1-2-1)
Every third semester

An in-depth study of the psychological theories of deviant minority behavior. Consideration will be given to such areas of deviant behavior as prostitution, homosexuality, juvenile delinquency, suicide, and various other aspects of non-violent crime. Prerequisites: Psy. 210, 310.

PSY. 370 ABNORMAL PSYCHOLOGY IN THE DRAMA 3 (1-2-0) *

An in-depth study of abnormal behavior as it is manifested in classic and modern drama. Plot, character delineation and the life of the playwright will be discussed in the understanding of the drama from the viewpoint of psychology. Prerequisite: Psy. 360.

PSY. 404 INTRODUCTION TO COUNSELLING PSYCHOLOGY
3 (0-3-1) Fall

Approaches to counselling and psychotherapy as well as basic techniques and dynamics of the counselling process will be discussed and developed through role-playing and analysis of group dynamics. Prerequisites: junior status, Psy. 100, 210.

PSY. 405 COUNSELLING PSYCHOLOGY PRACTICUM 3 (0-3-1) Spring

Explanation of how theories of personality, learning and perception become translated in interpersonal relations. Alternative techniques of counselling and their varying consequences will be discussed. Implicit assumptions in counselling will be discussed in an attempt to make them explicit and to demonstrate their consequences. Lecture plus experience. Prerequisite: Psy. 404.

PSY. 410 CLINICAL PSYCHOLOGY
3 (2-1-0) Fall or Spring

Introduction to various aspects of the field: (1) diagnostic testing, (2) psychotherapy, (3) inter-professional relationships, (4) settings for the practice of clinical psychology. Practical experience with diagnostic procedures and projective techniques through analysis of actual cases. Prerequisite: Psy. 360.

PSY. 420 PHYSIOLOGICAL PSYCHOLOGY
4 (3-0-2) Fall or Spring

Physiological aspects of behavior with special emphasis upon neurological structure and function. Experimental evidence on which theories of psychophysiology are based will be studied. Lecture and laboratory work. Prerequisites: Psy. 100, 200.

PSY. 430 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3 (2-1-0)
Fall or Spring

Delineation of measurement theory as well as actual experience with intelligence, aptitude, achievement, interest and personality tests. Theory and experience used to formulate guidelines by which to evaluate these tests as measuring devices with special attention to their applicability and limitations. Prerequisite: Psy. 100.

PSY. 440 INDUSTRIAL AND CONSUMER PSYCHOLOGY 3 (2-1-1) *
On Demand

Problems and procedures in industrial psychology. Emphasis on motivational effects on such programs as incentive plans, worker adjustment, group participation, job security, training and supervision. Also the applications of psychology in personnel work. Includes selection, interviewing, training and counseling of employees, job analysis, attitude surveys and rating methods. The major factors involved in consumer psychology. Prerequisite: Psy. 100.

PSY. 450 EXPERIMENTAL SOCIAL PSYCHOLOGY 4 (1-1-3) Spring

Critical examination of research designs and methods for the study of problems in social psychology. Experimental projects with questionnaires, scales, interviews and observation methods, and with problems of sampling and data analysis. Prerequisite: permission of instructor.

PSY. 460 SENIOR SEMINAR
3 (0-3-0) Spring

Extensive reading and discussion of current literature in psychology selected from a wide variety of significant journals and books as they are published during the year.

PSY. 465 MODERN BEHAVIORISM
4 (3-0-2) Fall

An experimental analysis of human behavior as viewed by B. F. Skinner. After covering the theories of operant and respondent conditioning, the student will conduct several laboratory projects demonstrating the various phases of behavioral control. An attempt will be made throughout the course to relate the behavioristic principles to traditional (social) concepts, such as freedom and dignity. Prerequisite: Psy. 200.

PSY. 470 BEHAVIOR MODIFICATION TECHNIQUES 4 (3-0-2) Spring

An introduction to a variety of techniques for altering behavior based on learning principles and laboratory findings. A review of relevant literature will be supplemented by laboratory assignments comprising field studies, behavior mapping and behavior manipulations. The field studies will require data recording, analysis and interpretation. Prerequisites: Psy. 100, 200.

PSY. 490 INDEPENDENT STUDY
Credit Arranged — Fall and Spring

Students conduct independent research projects. The problem studied will typically be one with which they are already familiar from their course work. Students must submit a written report of their work. Registration requires the approval of the department and the sponsorship of a faculty member who agrees to supervise the work.

PSY. 495 PRE-PROFESSIONAL EXPERIENCE
3-15 (7-39 hours/week)
Fall and Spring

The pre-Professional experience in applied Psychology in varied settings is designed to provide practical experience and beginning skills to selected students majoring in Psychology or Human Relations. The experiences will focus on beginning clinical skills, community services and research work in settings appropriate to the students' interests, and professional orientation such as child guidance settings, mental hospitals, probation offices, and industrial or governmental agencies under the supervision of qualified staff. This will give the student an opportunity to translate theoretical learning into practical application.

As a prerequisite the student needs the consent of a sponsoring member of the Department, and the Chairman. In addition, permission will be granted only to those students who have had courses appropriate to the setting in which they will work and will normally have senior standing.

public school nursing

The Public School Nursing program, leading to the degree of Bachelor of Science in Education, is designed to provide the necessary academic preparation for a registered nurse seeking certification to serve in public school systems. Believing that the school nurse is primarily a teacher-nurse, stress is given to the development of competent educators and informed citizens. Admission to degree candidacy must be done through the Admissions Office of the College and reflects: (1) satisfactory completion of a curriculum in an approved School of Nursing, (2) registration by the State Board of Examiners for the registration of nurses in Pennsylvania, (3) completion of an approved program of study at Mansfield State College consisting of 65 semester hours of specified college work as detailed below. Satisfactory completion of the program and endorsement by the College will culminate in an Education Specialist I Certificate. This certificate qualifies the individual to serve as a School Nurse in the public schools of the Commonwealth of Pennsylvania.

The 65 hour program of academic work is divided into three areas. These areas are described below.

1. General Education
   (30 semester hours)
   These hours are broken down as follows: Humanities (9 hours), Social Sciences (12 hours), including General Psychology, Electives (9 hours).
2. Professional Education
   (20 semester hours)
   The courses in this area include History and Philosophy of Education, Public School Organization, Educational Psychology, Child Development, Education of Exceptional Children, Methods and Materials of Health Nursing (including A.V.), Field Service Seminar.

3. Area of Specialization
(Public School Nursing)
(15 semester hours)
Courses listed under this classification are: Public School Nursing, Public Health Nursing, Foundations of Nutrition, Family Case Work, Prevention and Control of Communicable Diseases. Other courses may be recommended.

COURSE OFFERINGS IN PUBLIC SCHOOL NURSING

PSN 206 PUBLIC SCHOOL ORGANIZATION
2 (2-0-0)

The course provides for nurses a working knowledge of the organization, administration and functioning of the American Public School System. It includes specific studies of pupil personnel, administration, non-instructional staff, auxiliary services, the educational program, plus local, state and national professional organizations.

PSN 300 PUBLIC SCHOOL NURSING
3 (3-0-0)

The course deals with special training in public school nursing as a branch of public health nursing, including historical background, the various related fields, the problems and limitations involved. Responsibilities of the school nurse and her relationship to school administrators, staff, community and others are studied. New techniques of handling children with heart disease, communicable diseases, sight and hearing problems, accident prevention, etc. are included.

PSN 301 PUBLIC HEALTH NURSING I
3 (3-0-0)

A survey of the fundamental principles and the historical background of public health work in Europe, England, and America is made. Much stress is placed on the recent movement to bring this work up-to-date in our state, and the training and procedure by which it is to be accomplished.

PSN 302 PUBLIC HEALTH NURSING II
3 (3-0-0)

This course is a continuation of Public Health Nursing I. Generalized versus specialized public health nursing service is carefully analyzed. Time is spent helping each nurse learn the need for and the proper method of conducting demonstrations and in-service educational programs needed in public health work.

PSN 303 FOUNDATIONS OF NUTRITION
3 (3-0-0)

The course is an overview of the principles of normal nutrition as they relate to therapeutic conditions in light of current developments, food habits, marketing and budgeting. The course includes: a study of food nutrients including sources, daily allowances, functions, and metabolism; nutritional needs of all age groups; programs for better nutrition; and dietary means of promoting optimum health.

PSN 304 FAMILY CASE WORK
3 (3-0-0)

The course involves a study of the processes of interviewing and making case studies of family groups. The history and sociology of the American family is used as a background for study. Lectures, reports and seminar techniques are employed.

PSN 305 PREVENTION AND CONTROL OF COMMUNICABLE DISEASES
3 (3-0-0)

The course is designed to help the school nurse gain a more comprehensive under-

standing of those communicable diseases which are creating current health problems in our communities. Included is a study of many communicable diseases not of local origin that might create problems in our country because of extensive travel by United States citizens.

PSN 306 FIELD SERVICE SEMINAR 3 (3-0-0)

This course is designed to give the student a chance to visit schools, agencies and industries that employ nurses and deal with health on a community rather than an individual level. This allows the student to observe the various functions of these agencies and to discover how the public health nurse participates in agency and community planning.

PSN 307 METHODS AND MATERIALS OF HEALTH NURSING (Including Audio-Visual Education) 3 (3-0-0)

A course designed to bring into focus for the school nurse a relationship of health services available to the school child in the school, community, state and nation. Legal aspects of the school nursing situation are studied. Audio-visual education materials and techniques are stressed in light of the educational role of the school nurse.

secondary education

The Secondary Education Department is the professional school established to conduct and coordinate, within the College, programs for the preparation of secondary school teachers. Completion of the program will graduate students with a provisional certificate to teach in the Commonwealth of Pennsylvania. Programs are offered in the following major areas: Communication Arts (Speech), English, Foreign Language (French, German, Spanish), Mathematics, Physics/Mathematics, Science (Biology, Chemistry, Earth and Space, General Science, Physics), and Social Studies (History, Geography, Political Science, Social Science).

Students, while pursuing general education during their first two years, and who desire professional training toward certification to teach in the public schools of the Commonwealth of Pennsylvania, should be cognizant of the prerequisites for admission to professional studies upper division.

Prerequisites include the following:

1. Speech screening for impediments and articulation problems. Screening procedures will be administered annually during freshman orientation or first or second semester of the freshman year.
2. Enrollment in the basic Introduction to Education course during the first or second semester of the freshman year.
3. An observation-participation experience to take place during the third or fourth semester — the sophomore year.
4. File an application for admission to upper division with the Department of Secondary Education prior to the conclusion of the fourth semester's work.

Students possessing an Associate Arts degree from an accredited institution and matric-

ulating at Mansfield State College with junior status will be granted basic credit in the general education program.

However, all prerequisites leading toward certification must be met prior to program completion. Under normal procedures transfer students should complete their certification program with two years of study at Mansfield State College.

In general, any student who is eligible to continue in the College will be admitted to his chosen major if his academic performance, as measured by grade point average, is above the minimum required for passing in oral and written expression; in psychological, sociological, and philosophical studies; and in those courses explicitly designated for specialization in the student's chosen academic major. Consideration will also be given to social reports of personnel deans, interview procedures and department testing requirements.

Upon acceptance into the upper division, the student will complete his area of specialization and his sequence of professional courses, culminated by a field experience in student teaching.

Professional Education requirements common to all teaching options are: Ed. 200 Introduction to Education, Psy. 230 Educational Psychology, Ed. 300 Secondary School Methods, Ed. 301 Evaluative Techniques, Ed. 302 Audio-Visual Communication, Ed. 402 Professional Seminar, Ed. 401 History and Philosophy of Education, and Ed. 400 Student Teaching as assigned on a semester basis.

COURSE OFFERINGS IN SECONDARY EDUCATION

ED. 200 INTRODUCTION TO EDUCATION
2 (2-2-0) Fall and Spring

Practical emphasis on the problems of secondary school teaching; school organization and administration; curriculum and co-curricular activities; examination of school law. This course should be scheduled in the first or second semester as it is a prerequisite for admission into the upper division.

PSY. 220 EDUCATIONAL PSYCHOLOGY
3 (3-0-0) Fall and Spring

A study of the basic factors in the learning process, with emphasis on the application of principles of psychology to problems of learning and teaching.

ED. 300 SECONDARY SCHOOL METHODS (Teaching of Course)
3 (2-0-2) Fall and Spring

Principles, materials, and methods of teaching English, speech, languages, mathematics, sciences, or social science in the secondary school; assignment to section according to subject matter. Note the following:

English — Fall
Foreign Language — Spring
Mathematics — Spring
Science — Spring
Social Studies — Fall and Spring
Speech — Fall

ED. 301 EVALUATIVE TECHNIQUES
2 (2-0-0) Fall and Spring

Elementary statistics, principles of test construction, selection and administration of standardized tests; emphasis on interpreting and reporting test scores; consideration of means of evaluation other than tests.

ED. 302 AUDIO-VISUAL COMMUNICATION
2 (1-0-2) Fall and Spring

An analysis of classroom communication theory with emphasis on the selection, utilization, and evaluation of educational media for instruction. Operation of instructional equipment and production of instructional materials

with special attention given to practical classroom applications.

SEC. ED. 400 STUDENT TEACHING
(By Arrangement)
12 Fall and Spring

An opportunity to apply the knowledge and skills acquired in professional preparation. This is accomplished by a field experience in College-established centers under the supervision of well-qualified cooperating teachers. During this period, observations and conferences are scheduled by the College supervisor who regularly visits the student during his off-campus experience. Required course for all secondary education majors.

ED. 401 HISTORY AND PHILOSOPHY OF EDUCATION 3 (3-0-0)
Fall and Spring

A foundations course in the study of professional education. Introducing the student to the social, historical, and philosophical foundations of education and the relationship that exists between the school and the society it serves.

SEC. ED. 402 CONTEMPORARY ISSUES IN EDUCATION 2 (2-1-0)
Fall and Spring

Current educational theories and practices are critically reviewed and evaluated. Through Ed. 402 special programs are scheduled to expose prospective teachers to organization and situations which will confront them but at the present are in the realm of the unknown in their educational and social background.

SEC. ED. 420 BASIC PHOTOGRAPHY
3 (2-0-1) Fall and Spring

A basic photography course to assist the teacher in the use of the camera as a teaching tool and in the supervision of photography clubs. The major part of this course will consist of practice in photographic techniques of picture taking, composition and darkroom procedures. Some emphasis on the physics of the camera and chemistry of the film and photographic processing.

SEC. ED. 421 TELEVISION PRODUCTION
3 (2-0-1) Fall and Spring

This course covers the fundamentals and principles involved in the production of television programs. This includes the operation of TV equipment, production of visuals to be used in TV and the actual production of a program.

SOCIAL STUDIES MAJOR

To enter this major the following areas should be completed in General Education: six semester hours of American history, six semester hours of European history, and it is recommended that six semester hours in black studies be completed.

Upper Division courses required for a B.S. in Secondary Education Social Studies major include: History 306 20th Century American History, elected nine semester hours in the area of non-western histories; and elected twenty-four semester hours in the following areas: anthropology, economics, geography, political science and sociology. The student must elect one course in each of the above-mentioned five areas and take no more than two courses in any single area.

The completion of the B.S. in Social Studies Secondary Education requires a total of 130 semester hours.

sociology - anthropology

To assist young people to gain an overall understanding of how American society works today and what its future portends for them are the primary goals of this department. To develop in them a world perspective and an acute awareness of mankind's critical social problems are complementary goals. Sociology, the science of society, and anthropology, the science of man, are integrated in the service of these ends.

Requirements for the B.A. degree in this department provide a wide latitude for individual programs of study. At the core are five required courses (SOC 111; ANTH 101, 304; SA 412 or 421, 451). Four electives from the set of eighteen other Sociology and Anthropology courses complete the thirty hours of specialization for the major. While a student may choose a broad, general program, he may also elect a concentration in Anthropology, Sociology, or Social Welfare. Outlines of these specialized programs are available from the departmental secretary.

Students are counseled to plan their college studies specifically including vocational and intellectual dimensions. Sociological and Anthropological courses provide a foundation for a variety of professions. Among these are social worker, social studies teacher, professor, lawyer, minister, journalist, and specialists in community development, city planning, or social research. Programs combining a major in this department with supplementary work in the applied areas of education, home economics, criminal justice or psychology are recommended.

A unique feature of the work offered in the Department of Sociology and Anthropology is the emphasis on learning about social relations by studying them directly in the community. Field studies in small rural Appalachian communities, larger complex cities, and in foreign countries are integral parts of the program. Several courses combine community observations or work with classroom lecture — discussions; the Organizational Internship allows students the opportunity to completely involve themselves in a work role for an entire semester.

COURSE OFFERINGS IN ANTHROPOLOGY

ANTH 101 CULTURAL ANTHROPOLOGY 3 (3-0-0) Fall and Spring

Introduction to culture as a conceptual model and to the variations in behavior systems found among human societies. Cultural institutions are examined including the processes associated with their development and change.

ANTH 102 HUMAN ORIGINS AND EVOLUTION 3 (3-0-0) Fall and Spring

Study of the development of man with attention to human variation. Techniques involved in the discovery, reconstruction, and the classification of man are treated. Provides an introduction to physical Anthropology including prehistoric archaeology.

ANTH 203 HUMAN RELATIONS IN ORGANIZATIONS 3 (1-0-3) Fall or Spring

Social dimensions of work organizations including formal and informal interaction pattern as well as belief and symbol systems. Case studies of human problems in industry and field observation of selected work situations are involved. Prerequisite: ANTH 101 or SOC 111.

ANTH 304 STUDIES IN MAJOR CULTURAL SYSTEMS 3 (3-0-0) Fall or Spring

Systematic examination of the cultural system of a major society. Dominant insti-

tutional norms, values, and modes of social organization are treated as parts of an integrated system. Course may be repeated for different cultural systems. Currently offering Studies in Middle East Culture. Prerequisite: ANTH 101.

ANTH 426 INTRODUCTION TO ETHNOMUSICOLOGY 3 (3-0-0) Summer

A definition of the discipline, its history and objectives will be followed by a thorough discussion of the basic descriptive and analytical procedures, bibliography, and techniques. (MUS 426) Prerequisite: ANTH 101.

ANTH 430 FOREIGN AREA FIELD STUDY 2-8 Summer or Intersession

Supervised field observation of selected aspects of human group activities in one cultural area. Study may be a broad survey of kinship, education, religion, work and governmental patterns or an intensive study of a single institution. Currently offering Field Study in Puerto Rico. Prerequisite: ANTH 101 or SOC 111 and/or permission of instructor.

COURSE OFFERINGS IN SOCIOLOGY

SOC 111 SOCIOLOGICAL PERSPECTIVES 3 (3-0-0) Fall and Spring

Introduction to the basic concepts, premises, and techniques involved in the scientific approach to the study of human societies. Analysis is made of selected aspects of social behavior at interpersonal, intergroup and societal levels of contemporary American society.

SOC 121 CONTEMPORARY SOCIAL PROBLEMS 3 (3-0-0) Fall and Spring

Survey of critical social problems confronting American society today. Their salient characteristics and the factors related to their creation and maintenance are explicated. ANTH 101 or SOC 111 desirable but not required.

SOC 232 THE AMERICAN FAMILY 3 (3-0-0) Fall, Spring and Summer

A study of the family throughout the life cycle including a brief historical overview of the family; emphasizes the life styles of contemporary families, influences of values in society upon family life and issues affecting individuals and families in their relationships. (HEC 232) Prerequisite: SOC. 111.

SOC 241 SOCIAL WELFARE 9 (3-0-0) Fall or Spring

Analysis of welfare activities as a social movement and of the dominant characteristics of the social welfare institution in America. Attention will be given to changing ideologies and to the professionalization of social work practice. Prerequisites: SOC 111; SOC 121 desirable.

SOC 302 COMMUNITY 3 (3-0-0) Fall or Spring

Examination of various types of communities as social systems. Special attention is given to the varied ways by which the welfare function is met. Theories concerning community growth and change as well as factors affecting community integration are reviewed. Prerequisite: SOC 111.

SOC 303 METHODS OF SOCIAL RESEARCH 4 (2-0-3) Fall or Spring

Introduction to the logic and techniques of the social research process. Special attention is given to attitude and opinion surveys and evaluation research problems. Prerequisite: SOC 111; Previous training in statistics strongly recommended.

SOC 304 PUBLIC OPINION 3 (1-2-0)
Fall, Alternate Years

Analysis of the role of public opinion in the political system. The process by which political opinions are formed, communicated and influence political behavior. The design and administration of a survey to measure political opinions. (PSCI 304) Prerequisite: SOC 111.

SOC 305 SOCIOLOGY OF RELIGION
3 (3-0-0) Fall or Spring

Analysis of the interrelationships between religion and other aspects of society particularly with reference to the problems of order and change. Consideration is given to the humanitarian ethic in American Society. Prerequisite: SOC 111; ANTH 101 desirable.

SOC 351 POPULATION ECOLOGY
3 (3-0-0)
Fall or Spring, Alternate Years

Studies the spatial aspects of world population numbers densities, and qualities; emphasizing the economic and social characteristics and mobility of the world's population. (GEOG 351) Prerequisite: SOC. 111.

INTEGRATED COURSE OFFERINGS IN SOCIOLOGY AND ANTHROPOLOGY

SA 321 FUTURISTIC SOCIETY 3 (3-0-0)
Fall or Spring

Investigation of the expanding impact of scientific technological changes for the future forms of social life. The potential for reorganization of social practices, alterations in values and belief systems, and for the creation of new social problems are considered. Prerequisite: SOC 111; SOC 121 and ANTH 101 are desirable.

SA 340 DOCUMENTARY PHOTOGRAPHY
3 (1-0-3) Summer

Exploring social relations with the camera. The use of photographs as tools of inquiry, documentation, and as data for social analysis. Problems related to cultural features affecting visual perception and reportage are treated.

SA 350 SELECTED TOPICS SEMINAR
1-6 Fall or Spring

Review of a specialty area in Anthropology or Sociology or the study of a problem from an interdisciplinary position. Course may be repeated when topic is different. Prerequisite: Upper division standing and consent of instructor.

SA 360 INDEPENDENT STUDY
2-6 Fall or Spring

Focussed study of a specialized area or problem in Anthropology or Sociology or the execution of a research project under faculty guidance. The student wishing to pursue independent study must submit an acceptable project proposal prior to registration. Prerequisite: 9 hours in Anthropology or Sociology and consent of instructor.

SA 412 RURAL COMMUNITY FIELD SEMINAR 6 (2-0-6) Spring

Intensive examination of a selected rural community. Instruction is focussed on discerning patterns in social behavior and on imparting an understanding of the structure of rural life including its dominant cultural features.

Major portion of student's time will be spent in observation and interviewing. Currently studying Roseville, Pennsylvania. Prerequisite: 6 hours in Sociology or Anthropology and/or consent of instructor; SOC 302 desirable.

SA 421 URBAN SOCIETY FIELD SEMINAR 6 (2-0-6) Fall

Intensive study of the social structure of a selected urban community. Dominant institutional features and problems of social integration and change receive primary attention. Major portion of student's time is devoted to field observation and interviewing. Currently studying Elmira, New York. Prerequisites: 6 hours in Sociology or Anthropology and/or consent of instructor: SOC 302 desirable.

SA 441 ORGANIZATIONAL INTERNSHIP 6-15 Fall, Spring, and Summer

Supervised and evaluated participation in the regular activities of a business, governmental agency, or social service organization. In consultation with field instructor the student is expected to prepare an analysis of the organization's role system and its real or potential areas of stress. Prerequisite: consent of instructor.

SA 451 SOCIAL PLANNING AND DIRECTED CHANGE 3 (3-0-0) Fall or Spring

Selected cases of deliberate attempts at changing community practices are systematically examined. General patterns and recurrent problems involved in societal planning are examined. Prerequisites: Senior standing and consent of instructor.

This program offers an undergraduate major in Special Education leading to a Bachelor of Science Degree in Education. The program is competency-based for preparing a general Special Education (learning disability) teacher for exceptional children. Included is a major with certification in Teaching the Mentally Retarded. Students major in this area and choose an area of concentration (A-O-C) in either Early Childhood (Preschool) Handicap, Elementary Special Education, Secondary Special Education, Trainable Special Education, or Mentally Gifted. Upon meeting the competency criteria in the program, graduates will be qualified to fill such professional positions as:

Special Class Teachers

Resource Room Teachers

Itinerant Specialists

The curriculum develops skills needed in appraising the nature and origin of learning disabilities in retarded and other exceptional children. It considers appropriate school adjustments needed for these children and youth. To enhance the theoretical phases of the curriculum, provisions are included for students to get observation and field experience in such special education settings as the following:

Intermediate Unit 17 (Bradford, Lycoming, Sullivan, Tioga Counties) Special Classes

Martha Lloyd School, Troy, Pennsylvania

The Laurelton and Selinsgrove State School and Hospital

Partners in Progress Sheltered Workshop

Lower division students tentatively interested in this major should include the following in their first two years of General Education: Psy. 100, 230; Sp. Ed. 101 and 201.

Curriculum requirements for the major and areas of concentration are as follows:

Mentally Retarded (Major): Sp. Ed. 101, 201, 301, 302, 303, 401 (or 402 or 403), 400, 410, and 18 to 21 hours of A-O-C electives for a total of at least 50 credit hours.

Early Childhood Handicap (A-O-C) Sp. Ed. 310, 404, Ed. El. 300, and 12 credit hours of electives for a total of 21 credit hours.

Elementary Special Education (A-O-C): Sp. Ed. 345, 401, Ed. El. 360, and 9 hours of electives for a total of 18 credit hours.

Secondary Special Education (A-O-C): Ed. 200, Psy. 240, Sp. Ed. 402, and 10 hours of electives for a total of 18 credit hours.

Trainable Special Education (A-O-C): Sp. Ed. 310, 345, 403, and 9 hours of electives for a total of 18 credit hours.

Mentally Gifted (A-O-C): Sp. Ed. 320, 350, Psy. 350, and 9 hours of electives for a total of 18 credit hours.

Pending state approval, a dual certification in Mental Retardation/Social and Emotionally Disturbed will be offered to the 1972 Freshmen and Sophomores. The purpose of the dual certification program is to prepare clinical-diagnostic special education teachers for effectively working with mentally retarded, emotionally disturbed, and/or otherwise learning disabled children and youth.

Generally, junior college and other advanced transfer students may be sequenced into this major with a minimum of difficulty. Interested transfer students should contact the department chairman for an evaluation of their transcripts and further information.

COURSE OFFERINGS IN SPECIAL EDUCATION

SP. ED. 101 INTRODUCTION TO EXCEPTIONAL CHILDREN 3 (3-0-0) Fall and Spring

Nature and needs of children who are exceptional in emotional, social, physical, and intellectual development, including gifted. Career opportunities in special education, rehabilitation and related areas. Observation in special education settings. Prerequisite: Psy. 100.

SP. ED. 201 NATURE OF MENTAL RETARDATION 3 (3-0-0) Spring

Causes, classification, and characteristics of the mentally retarded and neurologically impaired. Consideration of differential diagnosis, mental testing, research findings and educational, psychological, and social implications. Emphasis on all levels of mental retardation. Observation and field trips. Prerequisite: Sp. Ed. 101.

SP. ED. 301 CURRICULUM ADJUSTMENTS IN SPECIAL EDUCATION 3 (3-0-0) Fall

Study of philosophy, special curriculum, methods, and materials in special education. Considers goals, school organization, grouping, planning, unit instruction, teaching-learning process, evaluating pupil progress and parent and other agency relationships. Prerequisite: Sp. Ed. 201.

SP. ED. 302 DIAGNOSTIC AND CORRECTIVE TEACHING 3 (3-0-0) Spring

Study and directed application of selected achievement and other special tests and procedures useful for diagnostic and corrective teaching of children with learning disabilities. Development of teaching procedures adjusted to individual needs or weaknesses. Prerequisite: Sp. Ed. 201.

SP. ED. 303 OBSERVATION AND PARTICIPATION IN SPECIAL EDUCATION 3 (2-0-1) Fall and Spring

Observation and participation in special education settings with seminar class discussions and conferences with instructor. Considers teaching — learning process, selecting, organizing, and presenting curriculum materials at different grade levels. Case study project. Prerequisite: Sp. Ed. 301, Psy. 230.

SP. ED. 310 COMMUNICATION DISORDERS 3 (3-0-0) Fall and Spring

Introduction to the field of speech pathology and audiology with orientation toward the classroom teacher. Development of understanding of the nature of specific speech, hearing, and language disorders, recognition of these disorders and basic principles of speech correction. Students are introduced to methods of speech training appropriate for classroom teachers. Prerequisite: Sp. Ed. 101.

SP. ED. 320 THE MENTALLY GIFTED 3 (3-0-0) Spring

Physical, mental, emotional and social characteristics of mentally gifted children and youth. Consideration of teaching procedures, types of organization and curriculum materials for their education. Explore creative activities, guidance, evaluation of programs, and research findings. Prerequisite: Sp. Ed. 101.

SP. ED. 330 DISADVANTAGED CHILDREN AND YOUTH 3 (3-0-0) Fall and Spring

Introductory study of definitions, causes, characteristics and education of children and youth from disadvantaged environments. Consideration of problems in social-psychological context with implications for programs of improvement and research findings. Prerequisite: Psy. 100.

SP. ED. 340 EDUCATION OF THE EMOTIONALLY DISTURBED AND THE SOCIALLY MALADJUSTED 3 (2-1-0) Spring

Survey of behavior disorders in children and youth. Considers emotional disturbance, social conflict, perceptual difficulties, hyperactivity, and related problems. Coverage includes appropriate educational strategies and instructional materials for problem children. Observation and child study experiences included. Prerequisites: Sp. Ed. 101, Psy. 220.

SP. ED. 341 PSYCHO-EDUCATIONAL PROCESSES FOR BEHAVIOR DISORDERS 3 (2-0-1) Fall

Extension of survey course (Sp. Ed. 340) on behavior disorders in children and youth. Intensive coverage of methods, materials, and research appropriate in the re-education of those with behavior disorders at the preschool, elementary, and secondary levels. Includes pretraining minipracticum experience designed on individual basis by instructor. Prerequisite: Sp. Ed. 340.

SP. ED. 345 BEHAVIOR MODIFICATION WITH EXCEPTIONAL CHILDREN 3 (2-0-1) Fall

Study of implications of the principles of behavior theory for classroom teaching techniques, particularly with exceptional children. General and specific methods for generating, strengthening, and maintaining desirable behavior, and methods for weakening undesirable behavior will be stressed. The conditioning of both academic skills and nonacademic behaviors on an individual and group basis will be stressed. Direct experience in modifying the behavior of exceptional children will be arranged. Prerequisites: Sp. Ed. 210, Psy. 230.

SP. ED. 350 INDEPENDENT STUDY
2-4 (1-0-1-3) Fall and Spring

Individual investigation of problems or interest areas related to exceptional children in terms of care, education, and treatment. Permits students to work with exceptional children in a realistic life situation. Prerequisite: A cumulative QPA of 2.8 and a QPA of 3.0 in special education courses. Exceptions to this would depend on evidence of commitment, participation, and other appropriate experiences.

SP. ED. 400 STUDENT TEACHING IN SPECIAL EDUCATION 12 (12-0-0)
Fall and Spring

Practice teaching under supervision of master teachers. Placement will be in two different special classes as assigned by the Department. Required of all students working for a degree in teacher education.

SP. ED. 401 TEACHING THE RETARDED IN THE ELEMENTARY SCHOOL
3 (3-0-0) Fall

Concerned with organizational procedures, curriculum practices and techniques used in educating mentally retarded children in elementary schools. Emphasis on primary and intermediate programs. Prerequisite: Sp. Ed. 303.

SP. ED. 402 TEACHING THE RETARDED IN THE SECONDARY SCHOOL
3 (3-0-0) Fall

Study of organizational procedures, curriculum practices and methods and techniques used in educating the mentally retarded in junior and senior high schools. Emphasis on pre-vocational and work-study programs. Prerequisite: Sp. Ed. 303.

SP. ED. 403 TEACHING THE TRAINABLE MENTALLY RETARDED
3 (3-0-0) Spring

Organization of special classes and school programs for severely retarded children and youth. Diagnosis and classification; Development of teaching materials and techniques; Community organizations and parent education. Prerequisite: Sp. Ed. 303.

SP. ED. 404 EARLY CHILDHOOD HANDICAP
3 (2-1-0) Spring

Study of nature, needs, and implications of handicapped children in early childhood. Considers identification, differential diagnosis, consultative services, parent education and counseling, resources agencies, educational programs, curriculum, methods and materials. Emphasis on multi-disciplinary planning and research findings. Observations and child study included. Prerequisite: Sp. Ed. 101.

SP. ED. 410 PROFESSIONAL SEMINAR
2 (2-0-0) Fall and Spring

Considers general orientation and critiques concerned with classroom problems, study of school law, school organization and administration, and role of special education in this context.

SP. ED. 490 LEARNING DISABILITIES
3 (3-0-0) Fall

Considers learning needs and problems of children with special learning disabilities in listening, thinking, speaking, reading, writing, spelling, and/or arithmetic. Discussion of definitions, etiology, diagnostic problems and research findings, emphasizing the multi-disciplinary approach. Development and evaluation of remedial procedures and materials with practical application. Prerequisites: Psy. 230, Ed. 301.

SED-SAB

The Special Education Department-Student Advisory Board, or more commonly known among students as SED-SAB, is a group of students representative of special education majors of all levels in the department. It is a sounding board for students who wish to convey ideas, innovations, or concerns to the faculty for consideration and action. SED-SAB keeps the student body informed with minutes of its own meetings as well as faculty meetings. SED-SAB consists of 8 members (2 from each class) and a non-voting member of CEC who also informs students at monthly meetings. Elections are held yearly in November for those interested in serving their fellow students and furthering the betterment of their department.

speech communication and theatre

The Department of Speech Communication and Theatre serves four basic groups of undergraduate students:

1. Those who plan to go on to graduate work.
2. Those who plan to teach and direct Speech, Theatre, and English activities in the secondary school.
3. Those who wish a sound basic training in the area of communications and who intend to pursue a career in the field.
4. Those who are simply in Speech Communication and/or theatre as a humanistic discipline just as they might major in English or in History.

A program of studies in communication must be worked out in consultation with the student's advisor who will be a member of the department faculty. It is helpful if the student can indicate his major interest upon entering the College, but in all cases he should declare his field of concentration by the end of his fourth semester. Students may earn either the Bachelor of Arts or the Bachelor of Science degree depending upon their course of study.

Any student who seeks transfer of credit into the specific disciplines of speech communication or theatre will be granted credit for a particular course only if he can satisfy the department that he has had the equivalent of the minimal work required for that course. In granting advanced credit, however, it should be emphasized that we are concerned that the student have a rather substantial range of information about an area rather than unstructured and random experience (for example, the fact that someone has worked as a crew member in several shows should not be considered adequate grounds for excusing him from taking a course in stagecraft).

It is required that any student who plans to teach within the discipline of communications on the secondary level pursue the special course of study leading to certification in communications. Approved certification indicates that the recipient is qualified to teach Speech, Theatre, and English courses. The program for certification as offered by the department is approved by the Pennsylvania Department of Education and recommended by the Mansfield State College Department of Secondary Education.

Every student who majors or has an interest in majoring in the department will be provided with a handbook detailing functions of the department and a four-year projected course sequence for each area of communications concentration with the department.

COURSE OFFERINGS IN SPEECH COMMUNICATIONS AND THEATRE

SPEECH 101 ORAL COMMUNICATION
3 (1-2-0) Fall and Spring

This course is required of all Mansfield Students. Its objectives are to help the student to formulate his own ideas coherently, evaluate factual material and use sound reasoning patterns in his preparation and attempts to communicate concepts orally; to determine and select the most effective means of expressing himself in formal and informal speaking situations, and to recognize effective communication situations and be able to indicate the variables contributing to successful communication.

SPEECH 110 INTRODUCTION TO THEATRE
3 (3-0-0) Fall or Spring

A basic approach to theatre which consists of a survey of drama and the art and craft of the theatre. This course does not include practice in applied theatre. Recommended for non-majors.

SPEECH 200 ORAL INTERPRETATION
3 (1-2-0) Fall or Spring

An introductory course into the methods and presentation of oral readings of prose, dramatic literature and poetry. Practical experience in presentation of selections will be included. The student should be able to understand and appreciate oral interpretation as the communication of the reader's impression of the author's intent in a piece of literature.

SPEECH 201 INTRODUCTION TO MASS MEDIA 3 (2-1-0) Fall or Spring

A course concerned with the application of modern mass media, its origin, history, theory, principles and philosophy to the areas of entertainment, instruction, and audience persuasion. Practical experience is provided in the basic media. Recommended for non-majors.

SPEECH 202 CREATIVE DRAMATICS
3 (1-2-0) Spring

A study of the theories and techniques and use of creative dramatics with children and young adults. Techniques will be of value for the teacher in the school, for church and community groups with entertainment and social development included in these areas. Recommended for non-majors.

SPEECH 203 VOICE AND ARTICULATION
3 (1-2-1) Fall and Spring

A study of the basic physiology of the speech mechanism, the processes of breathing, phonation, resonation, and articulation, and phonetic analysis and transcription, recordings and evaluations of the student's speech. Attention is given to the correction of individual faults in voice and articulation habits. Prerequisite: Speech 101, Oral Communication. Recommended for all students.

SPEECH 204 PUBLIC SPEAKING
3 (1-2-0) Fall

An advanced study of the construction, preparation, and delivery of the basic types of speeches and their effect in public speaking situations. Prerequisite: Speech 101, Oral Communications.

SPEECH 206-209 FORENSICS 1-4 (0-0-4)
Fall and Spring

Designed for the student interested in inter-collegiate debating and forensics. The theory and practice of competitive speaking in debating, extemporaneous speaking, original oratory, interpretation and other forensic events. (four semester sequence — 1 credit per semester).

SPEECH 210 STAGECRAFT 3 (1-0-3)
Spring

An introduction to the principles, procedures and techniques of theatrical production; including backstage organization and planning, construction, painting, rigging, and operation of scenic elements, and the use and operation of lighting equipment. Laboratories connected with the department's major productions encourage the student both to develop skills in the techniques of the theatre, and to see the contribution of various elements to the entire production.

SPEECH 212 FUNDAMENTALS OF ACTING I
3 (1-0-3) Fall

A study of the basic techniques and methods of acting. This course is designed for the beginning actor and no previous acting experience is necessary. The course begins with a physical approach to the art of acting designed to help the actor concentrate on, define, and control his physical reality. A detailed unit on role analysis furnishes a point of synthesis for skills developed.

SPEECH 213 FUNDAMENTALS OF ACTING II
3 (1-0-3) Spring

An extension of Speech 212, Fundamentals of Acting. Emphasis on scene study, rehearsal and performance techniques. Public performance is required in the final weeks of the course. Prerequisite: Speech 212.

SPEECH 214 MAKE-UP 1 (1-0-3) Fall

Practical course designed to familiarize the student with the basic principles and techniques of stage make-up. The student will become aware of the various types of make-up and how to apply it in order to enhance a dramatic characterization.

ED. 300 TEACHING SPEECH AND THEATRE IN THE SECONDARY SCHOOL
3 (1-2-0) Fall

This course covers the objectives, status, and problems of speech education in the public schools; principles and methods of teaching Speech and Theatre units and courses; methods of developing a Speech and Theatre syllabus; the organization, direction, and presentation of the co-curricular Speech and Theatre activities.

SPEECH 305 DISCUSSION AND GROUP DYNAMICS 3 (1-2-0)
Fall, Alternate Years

A study of techniques and principles of discussion and its uses in our society for the purposes of investigation and problem solving. Practice in discussions (formal and informal) and in techniques of leadership. Prerequisite: Speech 101.

SPEECH 306 ARGUMENTATION AND DEBATE 3 (1-2-0)
Fall, Alternate Years

A study of theory, practice, history, principles, philosophy and uses of argumentation and debate, along with the application of

basic logic and reason to argumentation and debate situations. Prerequisite: Speech 101.

SPEECH 308 READERS THEATRE 3 (1-2-0) Fall or Spring, Alternate Years

A study of the techniques involved in the organization and presentation of Readers Theatre and Chamber Theatre productions. Performance, direction, and selection of materials is stressed. Prerequisite: Speech 200.

SPEECH 310 FUNDAMENTALS OF DIRECTING 3 (1-1-2) Spring

A basic approach to the principles and procedures of directing a play. Practical application through student's directing of workshop scenes and a one-act play presented to a public audience. Prerequisite: Speech 210 and Speech 212.

SPEECH 311 STAGE COSTUMING 3 (2-0-2) Fall

Study and practice in the design and execution of costumes for the stage. The idea of costume as outward, visible extension of the human body and personality will carry through consideration of historical period, characterization, and various concepts of form and style. Prerequisite: Speech 210 or consent of the instructor.

SPEECH 312 STAGE LIGHTING 3 (1-0-3) Spring

A study of the history and basic techniques of lighting for the stage. Lighting design and control are stressed. The student participates in lighting major productions. Prerequisite: Speech 210.

SPEECH 313 SCENE DESIGN 3 (1-1-2) Fall

Study and practice in the principles and techniques of scenic design in the modern theatre: (a) vision and imagination of the creative artist, (b) ingenuity and skills of the scenic artist, (c) knowledge and sense of the theatre and the relationship of the contribution of the scenic designer with those of the actor, director, and playwright. Prerequisite: Speech 210.

SPEECH 314 SURVEY OF THEATRE HISTORY 3 (3-0-0) Fall

A study of the development in the theatre from its primitive origins to recent movements in the 20th century.

SPEECH 400 COMMUNICATION THEORY 3 (1-2-0) Spring

An investigation and study of theories of communicology, communication barriers, relationship between signs, symbols and the communication process. Introduction to general semantics, systems analysis, general systems theory and a study of the English language as they relate to the study of human communication.

SPEECH 401 PERSUASION 3 (1-2-0) Spring, Alternate Years

A study of the psychology of persuasion and its use in a free society. The use of propaganda and its affect on our daily living. To prepare the student to evaluate persuasive messages, to use persuasion effectively, and to appreciate the ethics of persuasion.

SPEECH 403 CRITICAL SURVEY OF PUBLIC ADDRESS 3 (2-1-0) Spring, Alternate Years

An analysis of outstanding speeches focusing on rhetorical theory and its development. The student will be able to understand and appreciate the history of oratory, rhetorical criticism, and public address.

SPEECH 405 CREATIVITY IN THE RELATED ARTS 3 (1-2-0) Summer *

This course combines a philosophical approach to the creative process which dominates the related arts field with arts experiences using color, movement, sound, form and space. The student will develop an understanding of the creative process and of aesthetic principles in his environment.

SPEECH 410 PLAY PRODUCTION 3-18 (0-0-8) Summer

A summer practicum in theatre. Students may enroll for six summer sessions of 3 credit hours each. A fundamental approach to the production aspects of dramatic art. Practical application of essential aspects of play production will be stressed through student involvement in actual summer theatre productions. This course is especially recommended for those who wish the experience of total involvement in the theatre production process.

SPEECH 414 THE MUSICAL THEATRE 3 (1-1-2) Fall

A study of America's most unique contribution to world theatre. The history, problems of staging, acting, and stagecraft of this great art form will be stressed. Prerequisite: Speech 310 and/or consent of the instructor.

SPEECH 417 PLAY STRUCTURE AND ANALYSIS 3 (2-1-0) Spring

A study of dramatic literature through analysis of selected plays and their significance in the development of the dramatic form. Each play will be studied for a realization of the social and cultural conditions in which the playwright lived and worked along with an investigation into his intent and craft. Prerequisite: Speech 314.

SPEECH 418 PLAYWRITING 3 (1-1-2) *

A study of the principles and theories of dramatic structure along with practice in writing for the stage. Prerequisites: Speech 310, 314, 417 and/or consent of instructor.

SPEECH 450 SPECIAL PROJECTS IN SPEECH AND THEATRE 1-3 (Arranged) Fall and Spring

Individual projects designed for advanced students in Speech and Theatre under the supervision of a faculty member in the department.

SPEECH 402/505 WORKSHOP IN SPEECH COMMUNICATION AND THEATRE 3 (1-2-2) Summer *

A special two or three week concentrated summer workshop course in current techniques related to general and specific communication situations through classroom experiences provided by direct contact between experts in communications and workshop student. The course provides for innovative instructional procedures through team teaching and interdisciplinary approaches.

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Milton J. Shapp, Governor

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Assistant to the President ..... Stephen T. Hulbert
Director of Public Relations and Alumni Affairs ..... Bonelyn L. Lugg

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Associate Vice-President for Academic Affairs ..... David P. Peltier
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Dean of Fine and Applied Arts ..... S. M. Schmitz
Dean of Teacher Education ..... Richard M. Wilson
Dean of Graduate Studies and Director of Summer School ..... David P. Peltier
Dean of Continuing Education ..... William H. Beisel
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Director of College Libraries ..... James J. Simonis
Director Minority Affairs and Equal Education Opportunity ..... David H. Russell
Director of Student Teaching ..... Mildred M. Miller
Director of Upward Bound ..... Clair A. Goodman
Assistant to Office of Academic Affairs ..... William P. Wanich
Registrar ..... Marie Myers
Director of Audio-Visual Center ..... Ronald E. Remy

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Assistant to the Vice President ..... King G. Rose
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Director of Computer Educational Center ..... Jack A. Chambers
Director of Institutional Planning ..... Harold E. Schwartz
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STUDENT AFFAIRS

Vice-President for Student Affairs ..... Robert L. Scott
Dean of Students ..... Rodney C. Kelchner
Associate Dean of Students ..... Joseph R. Maresco
Director of Athletics ..... Robert H. Moore
Director of Career Planning and Placement ..... Thomas J. Costello
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Director of Testing and Counseling ..... William F. Dobberstein
Assistant Dean of Students ..... Francis J. Kollar
Assistant Dean of Students ..... Barbara E. Paskvan
Counselor ..... H. Anita Bacon
Counselor ..... Sterling Salter

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Allen, Elizabeth S.
M.A., Columbia University
Retired 1959

Atwater, Cora A.
Mus.B., Chicago Conservatory
Retired 1952

Beyer, Leonard K.
M.S., Cornell University
Retired 1962

Bone, Margaretta M.
Ed.D., New York University
Retired 1970

Brooks, Marjorie
M.A., Eastman School of Music
Retired 1959

Foreman, J. B.
M.A., Pennsylvania State University
Retired 1970

Gordon, Clarissa Randall
M.A., New York University
Retired 1961

Grigsby, Mildred
M.A., Teachers College, Columbia University
Retired 1959

Heltibridle, Mary E.
Ed.D., The George Washington University
Retired 1971

Hendricks, Enid L.
M.S., University of Boston
Retired 1966

Hunsicker, Clarence L.
D.Ed., Pennsylvania State University
Retired 1973

Lewis, Christine S.
M.M., Northwestern University
Retired 1970

Lloyd, S. Manford
M.A., Teachers College, Columbia University
Retired 1971

Marsh, Edna P.
M.A., Teachers College, Columbia University
Retired 1954

Marvin, Kimble
M.A., New York University
Retired 1959

Morales, Elizabeth
M.A., Teachers College, Columbia University
Retired 1961

Mutchler, Clarence E.
D.Ed., Pennsylvania State University
Retired 1969

O'Brian, Margaret
M.A., McGill University, Montreal, Canada
Retired 1954

Powell, Maryon Farrer
M.A., Teachers College, Columbia University
Retired 1961

Rockwell, Bertha Palmer
B.S.Lib., Millersville State College
Retired 1958

Schappelle, Newell A.
Ph.D., Cornell University
Retired 1970

Swan, Elizabeth
M.A., University of Virginia
Retired 1959

faculty

Park, Lawrence, President
Ed.D., New York University

Achey, LesErik B., 1970 Library
Instructor
M.S., Drexel University

Bacon, H. Anita, 1971 Counseling
Instructor
M.A., University of Connecticut

Ball, Frank, 1971 Speech Communication
Assistant Professor and Theatre
M.A., Indiana University

Barlow, Arthur, 1970 English
Instructor
M.A., University of Washington

Bartow, Charles, 1971 Speech
Assistant Professor Communication and
Ph.D., New York University Theatre

Baynes, John H., 1947 Chairman, Music
Professor
Mus.A.D., Boston University

Beck, Larry J., 1968 Secondary Education
Associate Professor
M.S. Ed., Indiana University

Beisel, William, Jr., 1972 Dean of
Professor Continuing Education
D.Ed., Pennsylvania State University

Bencetic, Stephen T., 1951 Art
Professor
D.Ed., Pennsylvania State University

Bennett, Marion S., 1951 Elementary
Associate Professor Education
M.A., Columbia University

Berglund, Nina F., 1967 Library
Instructor
M.S.L.S., State University of
New York at Albany

Bickham, Stephen H., 1970 Philosophy
Assistant Professor
Ph.D., Southern Illinois University

Biddison, Barbara, 1972 Speech
Instructor Communication and
M.A., Louisiana State University Theatre

Biddison, Larry T., 1969 English
Associate Professor
Ph.D., Louisiana State University

Billings, Ruth M., 1953 History
Associate Professor
M.A., Teachers College,
Columbia University

Blais, Ellen, 1968 English
Assistant Professor
M.A., University of Chicago

Blais, Wilfred, 1964 English
Associate Professor
M.A., University of Connecticut

Bluhm, George P., 1952 Secondary
Professor Education
D.Ed., Pennsylvania State University

Bogart, William F., 1967 Chairman
Associate Professor Foreign Languages
A.M., Middlebury College

Borkey, Florence, 1946 Music
Associate Professor
M.A., Teachers College,
Columbia University

Borodkin, Irwin, 1966 Music
Associate Professor
M.A., Teachers College,
Columbia University

Borodkin, Pauline K., 1967 Library
Assistant Professor
M.L.S., University of Southern California

Brace, Mary M., 1964 — Home Economics
Professor
D.Ed., Pennsylvania State University

Bragg, Charles, 1971 — Secondary Education
Associate Professor
Ed.D., Ball State University

Bramblette, Jerry E., 1969 — Music
Associate Professor
Ph.D., Columbia University

Breniman, Emery R., 1968 — Special Education
Professor
D.Ed., Pennsylvania State University

Bridgman, Robert J., 1963 — Mathematics
Professor
M.A., University of Michigan

Briggs, Beverly A., 1971 — Home Economics
Assistant Professor
M.A., University of Illinois

Brown, E. Edward, 1971 — Music
Associate Professor
M.A., Converse College

Brubaker, Nancy, 1971 — Special Education
Assistant Professor
M.A., Bloomsburg State College

Burkett, George I., 1969 — French
Associate Professor
M.A., University of Oklahoma

Callay, Brigitte, 1972 — French
Assistant Professor
M.A., University of Delaware

Campbell, Douglas, 1969 — English
Assistant Professor
M.A., Brown University

Cecere, James G., 1967 — Art
Professor
D.Ed., Pennsylvania State University

Chambers, Jack A., 1972 — Director, Computer Educational Center
Professor
Ph.D., Michigan State University

Clark, Owen A., 1966 — Chairman, Mathematics
Associate Professor
M.A.T., Brown University

Cole, Carla, 1972 — Music
Instructor
M.Ed., Mansfield State College

Condon, Richard W., 1970 — Chairman, History
Professor
Ph.D., University of Minnesota

Conklin, Raymond, 1972 — Music
Instructor
M.M., University of Louisville

Costello, Thomas J., 1959 — Director, Career Counseling and Placement
Associate Professor
M.S., Bucknell University

Culver, Frances, 1971 — Elementary Education
Assistant Professor
M.Ed., Penn State University

Cupples, Mary L., 1972 — Health and Physical Education
Instructor
M.A., University of Pittsburgh

Darby, David J., 1972 — Geography and Regional Planning
Assistant Professor
M.S., Penn State University

Davidson, Murray E., 1968 — Health and Physical Education
Assistant Professor
M.Ed., Western Maryland College

Davis, Bruce, 1963 — Physics
Associate Professor
M.Ed., Pennsylvania State University

DeGenaro, Arthur P., 1969 — Chairman, Health and Physical Education
Professor
Ph.D., Ohio State University

Dennis, Larry, 1969 — English
Associate Professor
Ph.D., Pennsylvania State University

DePriest, E. Raleigh, 1956 — Library
Associate Professor
M.A., University of Michigan

DiBiase, Elaine, 1969 — Library Education
Assistant Professor
M.A., University of Wisconsin

Dick, David, 1966 — Music
Associate Professor
M.M., Butler University

Dilg, George, 1971 — History
Assistant Professor
M.A., University of California

Dobberstein, William, 1968 — Director Testing and Counseling
Professor
Ed.D., New York University

Donahue, M. Martha, 1971 — Library
Assistant Professor
M.A., Indiana University

Dowling, John, 1970 — Physics
Associate Professor
Ph.D., Arizona State University

Doyle, John, 1947 — Music
Professor
Ph.D., New York University

Dry, Melvin, A., 1962 — Health and Physical Education
Associate Professor
M.Ed., Indiana University of Pennsylvania

Dyck, Henry, 1967 — English
Professor
Ph.D., University of Pennsylvania

Dyck, Kathryn, 1967 — Music
Assistant Professor
M.A., University of Pennsylvania

Eaton, James, 1972 — Art
Instructor
M.Ed., Pennsylvania State University

Ellmaker, Susan, 1972 — History
Assistant Professor
M.A., University of Wisconsin

Engel, Wellington C., 1969 — Mathematics
Assistant Professor
M.A., University of Kansas

Espino, Josefina, 1967 — Spanish
Assistant Professor
Doctor en Filosofia and Doctor en Pedagogia, University of Havana, Cuba

Evans, Leslie D., 1967 — Secondary Education
Assistant Professor
M.Ed., Pennsylvania State University

Farris, Charlotte, 1970 — Home Economics
Assistant Professor
Ph.D., Pennsylvania State University

Feil, Richard N., 1968 — Psychology
Associate Professor
Ph.D., The Catholic University of America

Finley, Richard E., 1966 — Secondary Education
Professor
D.Ed., Pennsylvania State University

Francis, Bertram W., 1940 — Assistant Chairman, Music
Professor
M.M., Northwestern University

Frombach, Ernest, 1968 — Art
Associate Professor
M.Ed., Indiana University of Pennsylvania

Garvelli, Ralph J., 1968 — Secondary Education
Assistant Professor
M.Ed., Indiana University of Pennsylvania

Gassner, Edward B., 1970 — Biology
Professor
Ph.D., University of Rochester

Gaydos, Mary Ann, 1964 — Home Economics
Associate Professor
M.Ed., Pennsylvania State University

George, Arnold, 1968 — Chemistry
Assistant Professor
Ph.D., University of Massachusetts

Gertzman, Jay, 1968 — English
Associate Professor
Ph.D., University of Pennsylvania

Glimm, James, 1968 — English
Associate Professor
Ph.D., University of Texas

Goff, Ralph C., 1969 — Biology
Assistant Professor
Ph.D., St. Bonaventure University

Goode, William M., 1962 — Music
Professor
Ph.D., Indiana University

Goodman, Clair A., Jr., 1972 — Director
Assistant Professor — Upward Bound
M.S., Clarkson College of Technology

Grace, Joel E., 1969 — Psychology
Associate Professor
Ph.D., University of Waterloo, Canada

Griffing, Carl K., 1968 — Elementary
Assistant Professor — Education
M.S., Cortland State College

Hafer, Paul C., 1947 — Secondary
Associate Professor — Education
D.Ed., Ball State University

Halchin, Lilla C., 1965 — Chairman
Professor — Home Economics
Ph.D., Pennsylvania State University

Halchin, Matthew, 1965 — Psychology
Associate Professor
D.Ed., Pennsylvania State University

Hall, Russell J., 1968 — Biology
Associate Professor
Ph.D., University of Kansas

Harrison, Stanley, 1970 — English
Professor
Ph.D., Michigan State University

Hart, Harmon G., 1970 — Geography
Assistant Professor — and Regional
M.A., Western Michigan University — Planning

Hartman, John, 1967 — Chairman, Chemistry
Professor
Ph.D., Wayne State University

Heaps, John C., 1959 — Elementary
Professor — Education
D.Ed., Pennsylvania State University

Heck, Richard A., 1970 — Secondary
Associate Professor — Education
Ed.D., University of Miami

Henry, Helen I., 1955 — Music
Professor
Ph.D., Northwestern University

Heverly, Robert E., 1963 — Mathematics
Associate Professor
M.S., Bucknell University

Hewitt, William, 1971 — Government and
Associate Professor — Politics
M.A., Kent State University

Hill, Peter W., 1961 — Economics
Assistant Professor
A.M., Bradley University

Hill, W. Kent, 1967 — Music
Professor
A.M.D., Eastman School of Music

Hindman, Ira, 1967 — Assistant Chairman
Associate Professor — English
Ph.D., Louisiana State University

Hindman, Kathleen, 1967 — English
Instructor
M.A., Louisiana State University

Honeywell, Lawrence, 1968 — Biology
Associate Professor
V.M.D., University of Pennsylvania

Howland, Norma S., 1967 — Home Economics
Assistant Professor
M.A., Syracuse University

Hulbert, Stephen T., 1972 — Assistant to the President
Assistant Professor
Ed.D., State University of New York, Albany

Hunter, Lissa A., 1971 — Art
Instructor
M.F.A., Indiana University

Iovino, David, 1967 — Spanish
Instructor
M.A., Duquesne University

Irwin, Robert S., 1970 — Health and Physical Education
Assistant Professor
M.Ed., Toledo University

Jeffers, Verne G., 1968 — Elementary Education
Professor
Ed.D., State University of New York, Albany

Johnson, Robert A., 1969 — Elementary Education
Associate Professor
Ph.D., Cornell University

Jones, Eugene, 1956 — Music
Professor
Ph.D., Eastman School of Music

Jones, Margaret, 1966 — Public School Nursing
Assistant Professor
M.S., Elmira College

Karell, Sven O., 1970 — Library
Assistant Professor
M.A.L.S., University of Michigan

Keene, James, 1967 — Music
Professor
Ph.D., University of Michigan

Kelchner, Rodney C., 1964 — Dean of Students
Associate Professor
M.S., Bucknell University

Keller, Katherine E., 1953 — Home Economics
Associate Professor
M.S., Pennsylvania State University

Kellerman, Jeanne, 1949 — Elementary Education
Associate Professor
M.Ed., Pennsylvania State University

Kemper, Marjorie, 1965 — Music
Assistant Professor
M.M.E., Indiana University

Kemper, Richard, 1965 — Music
Associate Professor
M.M.E., Indiana University

Kennedy, Janice, 1969 — Home Economics
Assistant Professor
M.S., Cornell University

Kjelgaard, Alfred, 1956 — Mathematics
Associate Professor
M.Ed., Pennsylvania State University

Klopp, Victor J., 1967 — Library
Associate Professor
M.A.L.S., University of Wisconsin

Knapp, Robert, 1971 — Mathematics
Assistant Professor
Ed.D., The Oklahoma State University

Kollar, Francis, 1966 — Assistant Dean of Students
Assistant Professor
M.Ed., Millersville State College

Koloski, Bernard, 1964 — English
Associate Professor
Ph.D., University of Arizona

Kovich, John T., 1966 — Special Education
Associate Professor
M.Ed., Lehigh University

Kuhn, Eleanor, 1972 — Library Education
Associate Professor
M.L.S., University of Pittsburgh

Kuster, Catherine M., 1954 — Elementary Education
Assistant Professor
M.Ed., Pennsylvania State University

Lapps, A. Vernon, 1968 — Speech Communication and Theatre
Assistant Professor
M.A., Wayne State University

Largey, Gale P., 1970 — Sociology and Anthropology
Assistant Professor
Ph.D., State University of New York, Buffalo

Leiboff, Michael D., 1968 — Speech Communication and Theatre
Assistant Professor
M.A., University of Nebraska

Little, John B., 1968 — Music
Professor
D.M.A., Eastman School of Music

Little, Marie, 1968 — Government and Politics
Associate Professor
M.A., University of New Hampshire

Loomis, Thomas, 1971 — Art
Instructor
B.F.A., Wayne State University

Luce, Philip, 1967 — Geology
Associate Professor
M.A., New York University

Lukasz, Elena, 1964 — History
Associate Professor
M.A., University of Chicago

Lunn, Leon E., 1946 — Director of Admissions
Assistant Professor
M.Ed., St. Bonaventure University

Lupkowski, Elizabeth, 1965 — Home Economics
Instructor
B.S., College Misericordia

Lutes, Helen D., 1946 — Health and Physical Education
Professor
M.Ed., Pennsylvania State University

MacCain, Donald C., 1966 — Geography and Regional Planning
Associate Professor
M.Ed., West Chester State College

Mahoney, Nora B., 1967 — Secondary Education
Associate Professor
D.Ed., Pennsylvania State University

Manning, Suzanne, 1972 — Library
Instructor
M.L.S., Indiana University, Bloomington

Maresco, Joseph, 1972 — Associate Dean of Students
Assistant Professor
M.S., State University of New York, Albany

Martin, Helen B. P., 1967 — Home Economics
Assistant Professor
M.A., University of Illinois

Mason, Richard, 1962 — Physics
Associate Professor
M.Ed., University of New Hampshire

Matthews, A. Thomas, 1971 — Chairman Sociology and Anthropology
Professor
Ph.D., Cornell University

Maxson, Robert T., 1967 — Health and Physical Education
Associate Professor
M.A., George Peabody College

McMullen, Janet, 1965 — Home Economics
Assistant Professor
M.Ed., Pennsylvania State University

Meyer, Kenneth, 1972 — Biology
Assistant Professor
M.A., University of North Carolina

Miller, George E., 1970 — Vice-President for Administrative Affairs
Professor
Ed.D., University of Maryland

Miller, Mildred P., 1951 — Director Student Teaching
Professor
Ed.D., Pennsylvania State University

Mitchell, John P., 1967 — Psychology
Associate Professor
M.A., Teachers College, Columbia University

Monaghan, John, 1969 — Music
Assistant Professor
M.M., Duquesne University

Moore, Robert H., 1962 — Director of Athletics
Associate Professor
M.S., Pennsylvania State University — Health and Physical Education

Morrison, Natalie, 1968 — Art
Assistant Professor
M.Ed., Pennsylvania State University

Moser, Ethel M., 1962 — Health and Physical Education
Assistant Professor
M.S., Bucknell University

Mullen, George H., 1969 — Chairman Physics
Professor
Ph.D., Syracuse University

Mumma, Jacques D., 1967 — Mathematics
Assistant Professor
M.A., Pennsylvania State University

Murphy, Robert, 1965 — Government and Politics
Associate Professor
M.A., Villanova University

Musselman, Kenneth A., 1970 — Secondary Education
Instructor
M.Ed., Bucknell University

Neff, Winifred, 1966 — English
Associate Professor
M.Ed., Pennsylvania State University

Nesbit, Larry I., 1970 — Library
Assistant Professor
M.L.S., University of Pittsburgh

Newman, Ira P., 1972 — Philosophy
Assistant Professor
M.A., Columbia University

Novels, Alphonso, 1972 — Assistant Director of Admissions
Instructor
B.A., Hartwick College

O'Rourke, Paul, 1970 — History
Assistant Professor
Ph.D., University of Notre Dame

Owens, Konrad, 1966 — Music
Assistant Professor
M.M., Michigan State University

Parks, Arlie M., 1966 — Speech Communication and Theatre
Associate Professor
M.A., Pennsylvania State University

Paskvan, Barbara, 1970 — Assistant Dean of Students
Instructor
M.S., Miami University

Paskvan, Raymond F., 1968 — History
Assistant Professor
Ph.D., University of Minnesota

Peltier, David P., 1967 — Associate Vice President for Academic Affairs
Professor
Ph.D., University of Delaware

Pfaadt, William C., 1965 — History
Associate Professor
M.A., Allegheny College

Pfluger, Luther W., 1969 — Chairman Elementary Education
Professor
Ed.D., Columbia University

Piellusch, Frederick B., 1966 — Geography and Regional Planning
Assistant Professor
M.A., University of Oregon

Piellusch, Helen, 1972 — Elementary Education
Instructor
M.Ed., Mansfield State College

Pien, Shui-hsien, 1970 — Library
Assistant Professor
M.L.S., University of Pittsburgh

Pincus, Michael, 1972 — Dean of Arts and Sciences
Professor
Ph.D., University of North Carolina

Porter, Terry, 1972 — English
Instructor
M.F.A., The Johns Hopkins University

Powell, Manly J., 1964 — Chemistry
Professor
Ph.D., Michigan State University

Prutsman, Thomas D., 1969 — Psychology
Professor
Ph.D., Florida State University

Putt, Robert C., 1967 — Assistant Chairman Elementary Education
Assistant Professor
M.S., State University of New York, Fredonia

Rawlings, Bobbie, 1972 — English
Assistant Professor
Ph.D., University of Connecticut

Rawlings, Roger, 1971 — English
Instructor
M.A., University of Connecticut

Remy, Ronald E., 1965 — Director A.V. Material
Associate Professor
M.A., West Virginia University

Revere, Robert B., 1966 — Chairman Government and Politics
Professor
Ph.D., New York University

Revere, Virginia L., 1967 — Psychology
Associate Professor
Ph.D., University of Chicago

Reznicek, William A., 1972 — Speech Communication and Theatre
Associate Professor
M.A., Cornell University

Ries, Daniel, 1971 — Assistant Director of Research and Educational Applications
Instructor
M.S., University of Maryland

Roberts, Esther, 1966 — Director of Financial Aid
Instructor
A.B., Vassar College

Robinson, Mary, 1972 — Elementary Education
Associate Professor
Ed.D., State University of New York, Buffalo

Rose, Jeanette, 1967 — Home Economics
Assistant Professor
M.Ed., Pennsylvania State University

Rudy, June, 1967 — Home Economics
Assistant Professor
M.Ed., Pennsylvania State University

Rusk, J. Wayne, III, 1963 — Music
Associate Professor
M.M., Cincinnati College, Conservatory of Music

Russell, David H., 1971 — Director Minority Affairs and Equal Opportunity
Instructor
B.S., Mansfield State College

Rychak, Jean, 1970 — Music
Assistant Professor
M.M., Indiana University

Sabol, Bernard S., 1969 — Health and Physical Education
Assistant Professor
M.A., Allegheny College

Salter, Sterling, 1972 — Counselor Student Affairs
Assistant Professor
M.A., University of Utah

Sanders, Walter, 1967 — English
Associate Professor
M.A., University of Wisconsin

Saveson, John E., 1966 — Chairman English
Professor
Ph.D., University of Cambridge

Saveson, Marilyn, 1972 — English
Professor
Ph.D., University of Cambridge
Ph.B., University of Chicago

Scheer, Ronald, 1967 — English
Associate Professor
Ph.D., University of California, Los Angeles

Schintzius, A. Hugh, 1972 — Director of Recreation
Assistant Professor
M.Ed., West Chester State College

Schmid, Angeline, 1962 — Music
Assistant Professor
M.M., University of Colorado

Schmid, William, 1965 — Chemistry
Associate Professor
Ph.D., University of Colorado

Schmitz, S. M., 1959 — Dean of Fine and Applied Arts
Professor
Ph.D., Northwestern University

Schwartz, Harold E., Jr., 1971 — Director of Institutional Planning
Assistant Professor
M.A., University of Maryland

Scott, Robert, 1971 — Vice-President for Student Affairs
Professor
Ed.D., University of Nebraska

Sefler, George F., 1969 — Chairman Philosophy
Assistant Professor
Ph.D., Georgetown University

Seidel, Charles, 1967 — Chairman Psychology
Professor
Ph.D., University of Liverpool

Serine, Enrico A., 1970 — Assistant Director of Admissions
Instructor
M.Ed., Shippensburg State College

Shaw, Henry A., 1966 — Health and Physical Education
Assistant Professor
M.S., Ithaca College

Shaw, MaryLou P., 1967 — Health and Physical Education
Assistant Professor
M.S., Ithaca College

Sheaffer, Avery, 1963 — Sociology and Anthropology
Associate Professor
M.A., American University

Shick, Richard L., 1964 — Chairman Special Education
Professor
D.Ed., Pennsylvania State University

Shimer, Helen P., 1966 — Home Economics
Professor
Ph.D., Purdue University

Sidler, Jack, 1967 — Chemistry
Professor
Ph.D., State University of New York, Buffalo

Simonis, James, 1966 — Director of College Libraries
Instructor
M.L.S., Pratt Institute

Slabey, Theodore, 1972 — Information Processing
Associate Professor
M.E.A., George Washington University

Smichowski, Vincent P., 1965 — Chairman Biology
Associate Professor
D.Ed., Pennsylvania State University

Snively, Laurence, 1949 — Psychology
Professor
Ed.D., University of Colorado

Spahija, Miftar, 1968 — French
Associate Professor
Dottore in Lettere, University of Turin, Italy

Stabler, M. Louise, 1969 — Elementary Education
Associate Professor
D.Ed., Lehigh University

Stanley, Donald, 1966 — Music
Associate Professor
M.F.A., Ohio University

Starkey, Eleanor E., 1967 — Assistant Dean of Students
Assistant Professor
M.S., University of Pennsylvania

Stich, Thomas F., 1969 — Special Education
Associate Professor
D.Ed., Pennsylvania State University

Stone, Kathleen, 1971 — Upward Bound Program
Instructor
B.S., Mansfield State College

Stout, Betty, 1971 — Home Economics
Instructor
M.S., West Virginia University

Sullivan, Peter, 1971 — German
Assistant Professor
M.A., The Johns Hopkins University

Swinsick, Robert E., 1968 — Chairman Secondary Education
Professor
Ed.D., Pennsylvania State University

Talbot, Richard, 1967 — Music
Associate Professor
M.M.E., Drake University

Taliaferro, Sandra, 1971 — Home Economcs
Instructor
M.A., Kansas University

Tesman, Solomon, 1966 — History
Associate Professor
M.A., University of California at Berkeley

Thomas, Samuel D., 1968 — Art
Assistant Professor
M.Ed., Pennsylvania State University

Tillinghast, John K., 1970 — Chairman Speech Communication and Theatre
Professor
Ph.D., Indiana University

Tokarek, Joyce, 1972 — Special Education
Assistant Professor
M.S., Indiana University of Pennsylvania

Tolosky, Amelia S., 1966 — Home Economics
Assistant Professor
M.S., State University of New York at Plattsburgh

Trindell, Roger T., 1970 — Chairman Geography
Professor
Ph.D., Louisiana State University

Trowbridge, Mary Lee, 1968 — Home Economics
Assistant Professor
M.Ed., Pennsylvania State University

Turner, Albert M., 1969 — Library
Associate Professor
M.L.S., Columbia University

Uffelman, Larry, 1969 — English
Associate Professor
Ph.D., Kansas State University

Unger, Robert W., 1965 — History
Professor
Ph.D., Ball State University

Vars, Dianne, 1972 — Music
Instructor
M.M., Indiana University, Bloomington

Vayansky, Michael, 1966 — Physics
Associate Professor
M.A., Kent State University

Vespa, Angelo D., 1965 — History
Associate Professor
M.A., Pennsylvania State University

Vroman, Leslie P., 1966 — Elementary Education
Associate Professor
M.Ed., Pennsylvania State University

Walker, John R., 1970 — Mathematics
Associate Professor
Ph.D., Syracuse University

Wanich, William, 1966 — Assistant to the Office of Vice President for Academic Affairs
Assistant Professor
M.S., Bucknell University

Weed, Charles E., 1967 — Biology
Associate Professor
D.Ed., Pennsylvania State University

Werner, Stanley E., 1967 — Mathematics
Associate Professor
M.A., Pennsylvania State University

Wetherbee, William B., 1965 — Mathematics
Associate Professor
M.A., University of Illinois

Wilcox, Jack M., 1956 — Music
Associate Professor
M.M., University of Michigan

Wills, Roberta, 1962 — Acting Chairman Library Education
Associate Professor
M.S.L.S., Syracuse University
M.A., Ball State University

Wilson, Edward W., 1966 — Health and Physical Education
Associate Professor
M.S., West Virginia University

Wilson, Richard M., 1946 — Dean of Teacher Education
Professor
D.Ed., Pennsylvania State University

Witherow, Dale A., 1966 — Art
Assistant Professor
M.F.A., Instituto Allende, Mexico

Wooley, Robert, 1971 — History
Assistant Professor
Ph.D., University of North Carolina

Wunderlich, Charles E., 1964 — Music
Professor
Ph.D., University of Michigan

Wunderlich, Joyce C., 1965 — Music
Assistant Professor
M.S., Ithaca College

Wydra, Dennis J., 1969 — Secondary Education
Assistant Professor
M.Ed., Temple University

Young, Gladys B., 1964 — Biology
Associate Professor
M.S., Bucknell University

Zdzinski, Edwin E., 1966 — Music
Professor
Ed.D., Columbia University

Zujkowski, Stanley, 1969 — Art
Assistant Professor
M.S., Alfred University

Zulak, Edward, 1961 — German
Associate Professor
M.Ed., University of Pittsburgh

PRELIMINARY APPLICATION FORM

DIRECTOR OF ADMISSIONS
MANSFIELD STATE COLLEGE
MANSFIELD, PA. 16933

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1 SOCIAL SECURITY NO.

2 FI

3 AS

4 SEX

5 STUDENTS LAST NAME

6 FIRST NAME AND MIDDLE INITIAL

7 HOME TELEPHONE NUMBER

8 STREET ADDRESS (LINE 1)

9 STREET ADDRESS (LINE 2)

10 CITY OF RESIDENCE

11 STATE

12 ZIP CODE

12A COUNTY CODE

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13 NAME OF HIGH SCHOOL ATTENDED

14 H.S. CEEB CODE

15 HIGH SCHOOL CITY AND STATE

16 H.S. ZIP CODE

17 GRAD. DATE

18 H.S. COUNTY

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19 DATE OF BIRTH

20 LAST INST.

21 NO INST.

22 MILT.

23 EXPECT ENTRY

24 CURRICULUM

25 FA

26 SCHOOL

27 DORM.

28 DINING

29 MART.

TO BE EVALUATED FOR ADMISSION TO MANSFIELD STATE COLLEGE SUBMIT THIS FORM WITH A TEN DOLLAR ($10) APPLICATION FEE TO THE DIRECTOR OF ADMISSIONS. MAKE CHECK OR MONEY ORDER PAYABLE TO 'COMMONWEALTH OF PENNSYLVANIA.'

INSTRUCTION SHEET FOR COMPLETING PRELIMINARY APPLICATION

Please read the following instructions carefully prior to completing the preliminary application form. Take note that each set of blocks on the preliminary application form has a number appearing above and to the right of it. The instructions below are numbered to correspond with the numbers on the application form.

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1. **SOCIAL SECURITY NUMBER.** Complete this entry by filling in your social security number. You must have a social security number or your application cannot be processed.

2. **FIRST INITIAL.** Enter the first initial of your first name.

3. **ADMISSION STATUS.** Enter one of the following codes:
   1) If you are submitting your initial application to Mansfield and did not attend any other college or university.
   2) If you wish to enter as a transfer student and have been registered in another institution of collegiate rank.
   3) If you are applying for readmission to Mansfield being that you registered here previously.
   4) If you will be working toward permanent certification.
   *5) If you possess a non-teaching degree and will be working toward certification.
   *6) If you are working for additional certification.
   7) If you are taking courses for personal enrichment.
   8) If you are taking courses for transfer credits at another institution of collegiate rank.
   9) If you are a high school honor student taking college work.

   * Please note if your admission status is 5 or 6 do not complete items 13 through 18 that pertain to high school.

4. **SEX.** Enter an "F" if female or "M" if male.

5. **LAST NAME.** Beginning in the left most block enter your last name — one character per block.

6. **FIRST NAME/MI.** Beginning in the left most block enter your first name and middle initial.

7. **HOME PHONE NUMBER.** Enter your area code and phone number.

8. **STREET ADDRESS — LINE 1.** Beginning in the left most block enter the apartment number or box number of your residence.

9. **STREET ADDRESS — LINE 2.** Beginning in the left most block enter the street address of your residence.

10. **CITY.** Enter the name of the city in which you reside.

11. **STATE.** Enter the two character postal code of your home state as reflected on state code list immediately following these instructions.

12. **ZIP CODE.** Enter the zip code of your residence.

12A. **COUNTY CODE.** If your residence is in Pennsylvania, enter the appropriate three digit county code. County codes immediately follow these instructions.

13. **NAME OF HIGH SCHOOL.** Beginning in left most block enter the name of the high school you last attended.

14. **H.S. CEEB CODE.** Enter the six digit college board code assigned to the high school you attended.

15. **CITY AND STATE OF H.S.** Enter the city and state in which the high school listed above is located.

16. **HIGH SCHOOL ZIP CODE.** Enter the high school zip code.

17. **HIGH SCHOOL GRADUATION DATE.** Month and year you graduated from high school (e.g., 0670).

18. **HIGH SCHOOL COUNTY CODE.** If the high school listed above was in Pennsylvania enter the appropriate three digit county code. County codes immediately follow these instructions.

19. **DATE OF BIRTH.** Month/day/year you were born (e.g., 012150).

20. **TYPE OF LAST INSTITUTION.** Enter the code that applies to the last institution you attended. Code may be found immediately following these instructions.

21. **NUMBER OF INSTITUTIONS ATTENDED.** Enter the number of institutions you attended that were of collegiate rank.

22. **MILITARY STATUS.** Enter the codes that are listed immediately after these instructions. If you are female please leave this entry blank.

23. **EXPECTED ENTRY DATE.** Enter the month and year you expect to enter Mansfield State College.

24. **AREA OF INTEREST.** With the exception of Art, Home Economics, Library Science, and Music degree candidates, all students will be admitted to the College as undesignated majors and will choose their area of specialization with entrance to the upper division. Faculty advisors in various areas, however, can now be assigned for academic counseling purposes to help with long and short range educational goals. Enter one of the two-digit area of interest codes found immediately following these instructions.

25. **FINANCIAL ASSISTANCE.** Enter a "Y" if your attendance at Mansfield State College is even slightly dependent on financial assistance. Enter an "N" if it is not.

26. **SCHOLARSHIP.** Enter a "Y" if you will be entering on a scholarship, an "N" if you are not.

27. **DORM.** Enter a "Y" if you wish to live in a dorm while attending Mansfield State College, or an "N" if you do not.

28. **DINING.** Enter a "Y" if you wish to dine on campus, or "N" if you do not.

29. **MARITAL STATUS.** Enter one of the codes that are found immediately following these instructions.

CODE DEFINITIONS

STATE CODES

ALASKA	AK
ALABAMA	AL
ARIZONA	AZ
ARKANSAS	AR
CALIFORNIA	CA
CANAL ZONE	CZ
COLORADO	CO
CONNECTICUT	CT
DELAWARE	DE
DIST. OF COL.	DC
FLORIDA	FL
GEORGIA	GA
GUAM	GU
HAWAII	HI
IDAHO	ID
ILLINOIS	IL
INDIANA	IN
IOWA	IA
KANSAS	KS
KENTUCKY	KY
LOUISIANA	LA
MAINE	ME
MARYLAND	MD
MASSACHUSETTS	MA
MICHIGAN	MI
MINNESOTA	MN
MISSISSIPPI	MS
MISSOURI	MO
MONTANA	MT
NEBRASKA	NB
NEVADA	NV
NEW HAMPSHIRE	NH
NEW JERSEY	NJ
NEW MEXICO	NM
NEW YORK	NY
NORTH CAROLINA	NC
NORTH DAKOTA	ND
OHIO	OH
OKLAHOMA	OK
OREGON	OR
PENNSYLVANIA	PA
PUERTO RICO	PR
RHODE ISLAND	RI
SOUTH CAROLINA	SC
SOUTH DAKOTA	SD
TENNESSEE	TN
TEXAS	TX
UTAH	UT
VERMONT	VT
VIRGINIA	VA
VIRGIN ISLAND	VI
WASHINGTON	WA
WEST VIRGINIA	WV
WISCONSIN	WI

TYPE INSTITUTION CODES

HIGH SCHOOL	1
COMMUNITY COLLEGE	2
JUNIOR COLLEGE	3
COLLEGE (4 YEAR)	4
TRADE SCHOOL	5
UNIVERSITY	6
GRADUATE SCHOOL	7
PROFESSIONAL SCHOOL	8

MARITAL STATUS

SINGLE	S
MARRIED	M

MILITARY STATUS

NON-VETERAN	1
ACTIVE RESERVE	2
INACTIVE RESERVE	3
MILITARY OBLIGATION COMP.	4
ACTIVE SERVICE	5

AREA OF INTEREST CODES

*01	ART EDUCATION
02	BIOLOGY
03	CHEMISTRY
*04	EARTH AND SPACE SCIENCE
*05	ELEMENTARY EDUCATION
06	ENGLISH
07	FOREIGN LANGUAGES
08	GEOGRAPHY
*09	GENERAL SCIENCE
10	HISTORY
*11	HOME ECONOMICS
*12	LIBRARY EDUCATION
13	MATHEMATICS
14	MUSIC
15	PHYSICS
16	POLITICAL SCIENCE
**17	PSYCHOLOGY
*18	PUBLIC SCHOOL NURSING
*19	SOCIAL STUDIES
20	SPEECH AND THEATRE
*21	SPECIAL EDUCATION
23	MEDICAL TECHNOLOGY
24	SOCIOLOGY-ANTHROPOLOGY
26	PHILOSOPHY
44	UNDECIDED (Gen. Ed.)

* PROFESSIONAL STUDIES ONLY
** ARTS AND SCIENCES ONLY

COUNTY CODES

Adams	001
Allegheny	003
Armstrong	005
Beaver	007
Bedford	009
Berks	011
Blair	013
Bradford	015
Bucks	017
Butler	019
Cambria	021
Cameron	023
Carbon	025
Centre	027
Chester	029
Clarion	031
Clearfield	033
Clinton	035
Columbia	037
Crawford	039
Cumberland	041
Dauphin	043
Delaware	045
Elk	047
Erie	049
Fayette	051
Forest	053
Franklin	055
Fulton	057
Greene	059
Huntingdon	061
Indiana	063
Jefferson	065
Juniata	067
Lackawanna	069
Lancaster	071
Lawrence	073
Lebanon	075
Lehigh	077
Luzerne	079
Lycoming	081
McKean	083
Mercer	085
Mifflin	087
Monroe	089
Montgomery	091
Montour	093
Northampton	095
Northumberland	097
Perry	099
Philadelphia	101
Pike	103
Potter	105
Schuylkill	107
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Somerset	111
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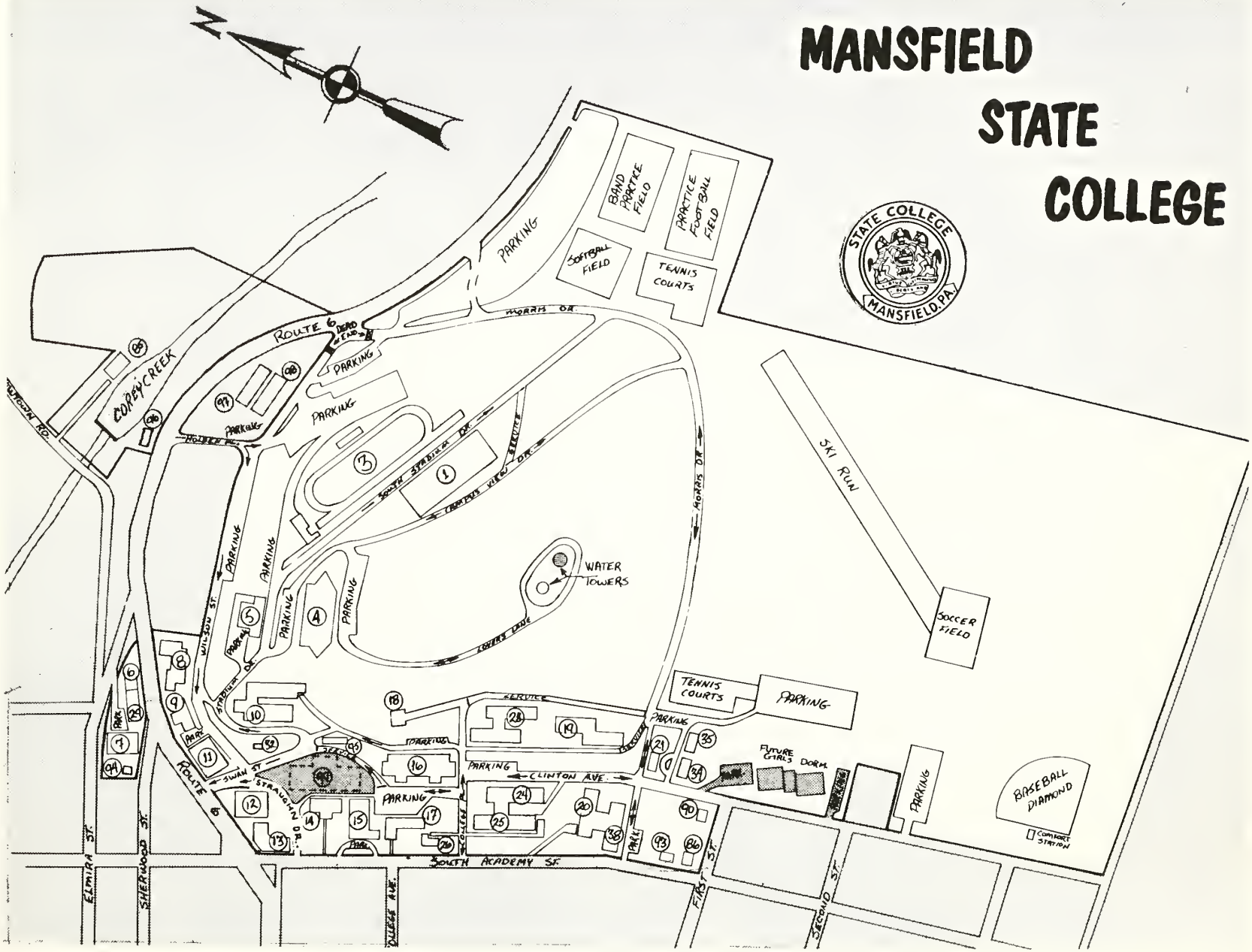
MANSFIELD STATE COLLEGE



KEY

1. Decker Gymnasium
3. Van Norman Field & Fieldhouse
4. Butler Center & Steadman Theatre
5. Allen Hall
6. Boiler Plant
7. Maintenance Building
8. Retan Center
9. Belknap Hall
10. Grant Science Center
11. Recreation Center
12. Straughn Auditorium
13. Home Economics Center
14. Memorial Hall
15. Alumni Hall & Library
16. Manser Hall
17. South Hall
18. The Hut
19. Hemlock Manor
20. Maple Hall "A"
21. Doane Health Center
23. Pinecrest Manor
24. Laurel Manor "A"
25. Laurel Manor "B"
26. President's House
29. Carpenter Shop
32. Greenhouse
34. Catherine Beecher Home Management House
35. Ellen Richards Home Management House
38. Maple Hall "B"
85. Water Filtration Plant
86. Endless Mountains Audio Visual Center
90. Testing & Counseling Center
93. Art House
94. Life Science House
95. Psychology Laboratory
96. Storage Building
97. Hickory Dormitory
98. Oak Hill Dormitory
99. North Hall

existing campus

adjoining land

future developments

MANSFIELD STATE COLLEGE

COMMONWEALTH OF PENNSYLVANIA

1857